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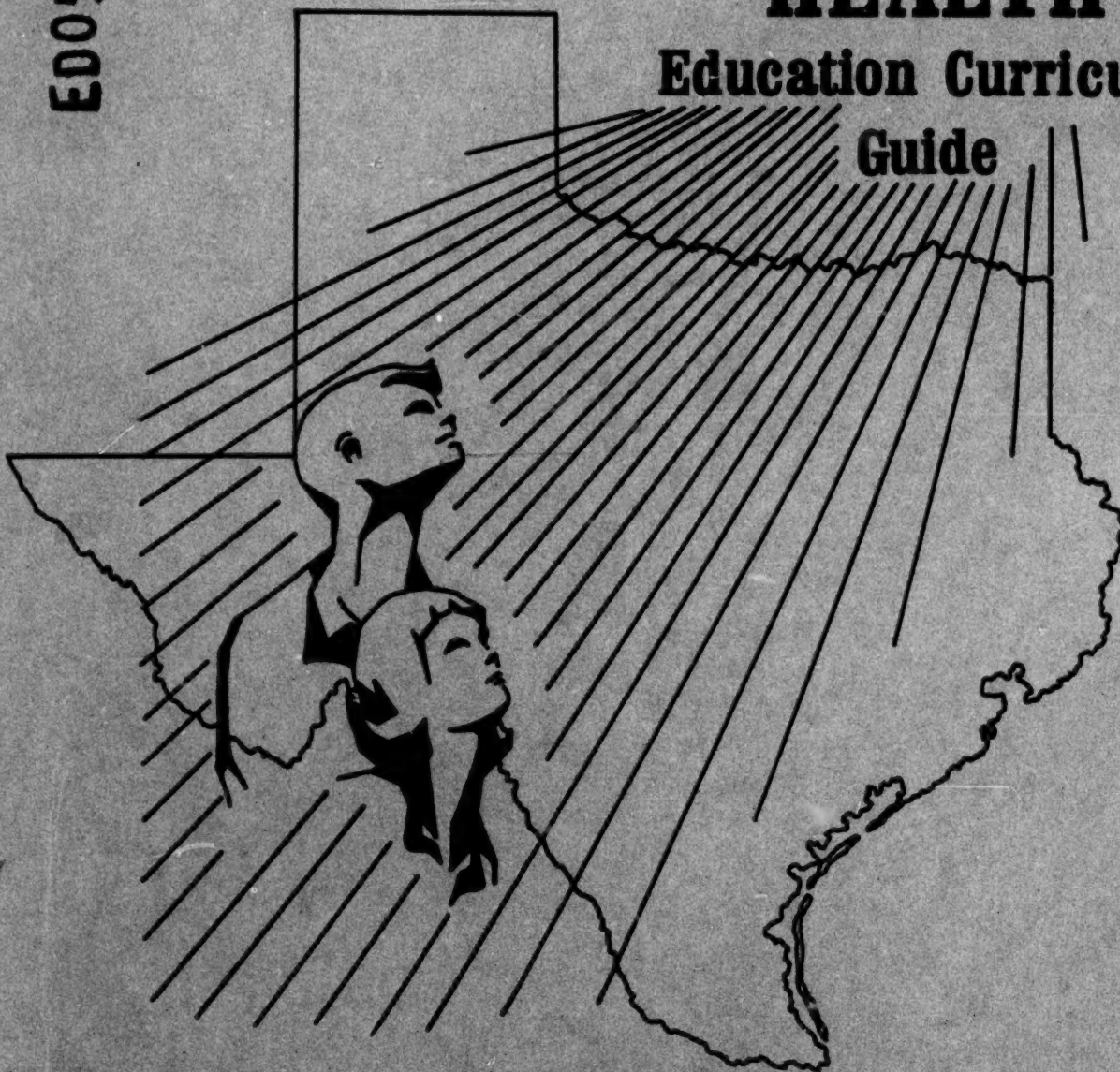
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ABSTRACT

This guide for instruction in grades 7 through 12, developed with the help of 27 specialists in all the school health disciplines, views health as the embodiment of total man, his physical, psychological and social dimensions. A conceptual approach to teaching health is utilized, wherein a concept, once understood, can be retained even as new facts are constantly uncovered. Ten content areas, each having a major concept, are identified: (1) consumer health; (2) prevention of communicable disease; (3) chronic and degenerative diseases; (4) environmental health and safety; (5) community health; (6) growth and development; (7) health and fitness for daily living; (8) nutrition; (9) use and abuse of tobacco, alcohol and drugs; and (10) sex education for family living. A short section describes how to utilize the curriculum. For each content area, motivating questions, selected relevant learning activities and a bibliography are included. (TL)

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Secondary School
HEALTH
Education Curriculum
Guide



CG 006 458

BULLETIN 691
TEXAS EDUCATION AGENCY
AUSTIN, TEXAS
1970

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SECONDARY SCHOOL HEALTH EDUCATION
CURRICULUM GUIDE

Texas Education Agency
Austin, Texas 78711

Bulletin 691

1970

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In addition to conducting reviews, Texas Education Agency staff representatives will check complaints of noncompliance made by citizens and will report their findings to the United States Commissioner of Education.

FOREWORD

Recent trends in health service and health education suggest that public schools reexamine the total health program. National studies by the Department of Health, Education and Welfare and others have pointed up a need for increased emphasis in certain areas of the school health program. This guide should help the teacher by encouraging discussion rather than giving specific information.

This guide for instruction in grades 7 through 12 was developed with the help of 27 specialists in all the school health disciplines, representing state and national organizations and colleges and secondary schools.

The bulletin should prove helpful to school administrators and teachers who are charged with the important responsibility for this aspect of the curriculum.

J. W. Edgar
Commissioner of Education

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Austin, Texas
1970

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The health of every citizen of this State is the responsibility and concern of the Texas State Department of Health. Great strides have been made in the healing arts and the preventive techniques in use today for the preservation of our good health.

The health of each of us depends on our awareness of the knowledge that is available to us. School-age children are especially susceptible to ideas and changing behavioral patterns which make the instruction in health education so vitally important. There has always been agreement among those in public health and school health that the instructional programs carried on within the school curricula are essential components of comprehensive programs for preserving and promoting the health of all citizens.

There is an immediate necessity for sound curriculum, well-prepared teachers, and accurate health information to be established throughout the State. This Leadership Bulletin for Secondary School Health Education is a most worthwhile resource and should be a useful tool and motivating factor directed toward achieving the goals so important to us all.

A handwritten signature in dark ink, appearing to read "J. E. Peavy", with a long, sweeping horizontal line extending to the right.

J. E. Peavy, M.D.
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CONTENTS

OVERVIEW	1
UTILIZING THE SECONDARY SCHOOL HEALTH EDUCATION CURRICULUM GUIDE	5
CONSUMER HEALTH	I-1
Level A	I-3
Level B	I-9
Level C	I-23
Suggested Bibliography	I-26
PREVENTION OF COMMUNICABLE DISEASES	II-1
Level A	II-2
Level B	II-13
Level C	II-23
Suggested Bibliography	II-29
CHRONIC AND DEGENERATIVE DISEASES.	III-1
Level A	III-3
Level B	III-9
Level C	III-17
Suggested Bibliography	III-19
ENVIRONMENTAL HEALTH AND SAFETY	IV-1
Level A	IV-3
Level B	IV-11
Level C	IV-23
Suggested Bibliography	IV-33
COMMUNITY HEALTH	V-1
Level A	V-3
Level B	V-9
Level C	V-13
Suggested Bibliography	V-15
GROWTH AND DEVELOPMENT.	VI-1
Level A	VI-3
Level B	VI-11
Level C	VI-19
Suggested Bibliography	VI-27

HEALTH AND FITNESS FOR DAILY LIVING	VII-1
Level A	VII-3
Level B	VII-17
Level C	VII-31
Suggested Bibliography	VII-43
NUTRITION	VIII-1
Level A	VIII-3
Level B	VIII-13
Level C	VIII-25
Suggested Bibliography	VIII-29
USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS.	IX-1
Level A	IX-3
Level B	IX-13
Level C	IX-25
Suggested Bibliography	IX-37
SEX EDUCATION FOR FAMILY LIVING	X-1
Level A	X-5
Level B	X-13
Level C	X-21
Suggested Bibliography	X-29

OVERVIEW

The quest for survival and happiness has led man on an eternal struggle with his environment.

With new tools of technology and communication, he is now seldom a victim of his environment; but new hazards have arisen to threaten his existence. The myriad factors influencing the length and quality of life are called health.

The Secondary School Health Education Curriculum Guide attempts to view health as the embodiment of total man, his physical, psychological, and social dimensions. The health of an individual to a large extent can be considered the product of his cultural membership and socio-economic situation. Research has indicated no relationship between race and health, but there are some strong indications that patterns of behavior within a given culture significantly affect the health of individuals within the culture.

In spite of medical and technological advancement, some people are unaware of how to develop and to maintain a healthful way of living. This guide is based on the premise that acquisition of knowledge is fundamental to the development of positive attitudes, and both affect health-related behavior.

The scientific and technological developments of the current age are appearing faster than they can be transmitted to the man on the street, and, most important of all, faster than they can be integrated into the lives of millions of people. The burden of the ever-increasing amount of knowledge is felt particularly in the schools, where teachers, administrators, school boards, and parents are struggling to reconstruct their curricula to keep pace.

Thus two important problems emerge:

First, some way must be found to bridge the gap between the breakthroughs of science and medicine and the daily living habits of the individual.

Secondly, some method must be developed whereby man can keep pace with the bulge in human knowledge.

In light of these problems, a conceptual approach to teaching health is suggested in this guide. A concept, once understood, can be retained even though new facts are constantly uncovered. In this bulletin, ten basic content areas have been identified, each having a major concept as follows:

BASIC AREA: CONSUMER HEALTH

CONCEPT: The consumer's selection of products and services is influenced by forces acting upon him.

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

CONCEPT: Man's health is subject to alterations by the presence and effect of harmful agents, transmitted by living and nonliving things, within his environment.

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES

CONCEPT: Chronic and degenerative diseases and their effect upon man have implications for the individual, family, and community.

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

CONCEPT: Hazards arising from man's interaction with his environment affect his health and behavior.

BASIC AREA: COMMUNITY HEALTH

CONCEPT: Community health involves individual responsibility and group cooperation.

BASIC AREA: GROWTH AND DEVELOPMENT

CONCEPT: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns yet are unique for each individual.

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.

BASIC AREA: NUTRITION

CONCEPT: Attitudes and practices regarding nutrition affect man's health behavior.

BASIC AREA: USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

CONCEPT: The use and effects of mood and behavior modifiers result from a complexity of factors.

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

CONCEPT: Human sexuality originates within the family, and continues to be influenced by familial and other life experiences from conception to death.

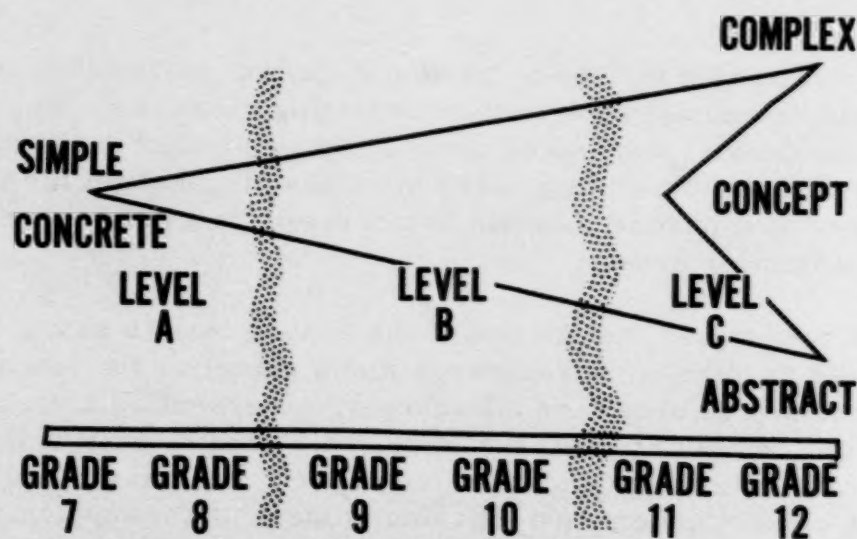
The basic area units are numbered in the recommended order, for the order lends itself to a meaningful progression. In looking over the ten basic areas, it can be noted that the first five do not deal with such personal aspects as do the latter five. Teacher-pupil rapport is essential when working with content of a personal nature, and such rapport can come about more easily after the teacher has been with the students for some time.

This leadership bulletin has been designed to give the teacher as much freedom of choice as possible and the concepts can be taught in any order desired. However, it is felt that the list as shown will offer a sequential order of learning.

Accompanying the concepts is a series of subconcepts that are outgrowths of the major idea, but are more restrictive in their scope.

The material on the succeeding pages has been organized into three basic levels of instruction to provide the most appropriate educational offerings. It is recommended that instruction take place at all levels: Level A-Grade 7 or 8; Level B (Health I) - Grade 9 or 10; Level C (Health II) - Grade 11 or 12.

The content proceeds from the simple to the complex, the concrete to the abstract, as shown in the following diagram.



THE LINES BETWEEN THE LEVELS SUGGEST THE INTERRELATIONSHIP OF THE THREE STAGES OF INSTRUCTION.

The content of each concept has been arranged in a sequential order, which is considered essential. A particular idea may be presented in one level and then expanded in the subsequent level for a richer learning experience. If an individual teacher wishes to go on to the material in another level because of local needs, this is certainly recommended. For example, a school and community with a drug problem may prompt the seventh grade teacher to go into material at succeeding levels. It is important to note, however, that in teaching these concepts, a level or a part of a level should not be introduced unless the material at the previous level has been taught. It must not be construed that there is a duplication of content, even though the ten basic areas and concepts appear at each level of instruction.

The learning guide identifies each content area, its concept, subconcepts, content outline, motivating questions utilizing a multi-dimensional approach (physical, mental-emotional, and socio-cultural), suggested learning activities, a list of source materials, and the level.

The subconcepts are suggested as building blocks for the establishment of objectives to be developed by the teacher.

The "motivating questions" approach was decided upon because it provides for maximum student involvement, increased motivation, greater flexibility in teaching, and wider adaptability to different environments and learning situations.

The three dimensions utilized with the questions indicate that content material cannot be viewed in only one aspect of man's life, but must reflect the totality of man's nature--his physical aspects, his mental-emotional aspects, his socio-cultural aspects. So it is with his health problems.

Space does not permit the entire listing of content material in the outline or complete enumeration in the motivating questions. In an effort to provide the teacher with some understanding of what is intended, the designation "for example" (e. g.) has been used throughout the bulletin. The reference to a particular term is not meant to exclude or emphasize any one item or area.

It should be recognized that no one of the basic areas is exhaustive, but each is aimed at offering a framework and a guideline for teaching health education. In order for all schools, representing a vast array of peoples and communities in the State, to derive some worth from the guide, alternate suggested learning experiences have been included. It should be clearly understood that this guide is but a supplement to the creative energies and talents of the individual teachers, and that dedication to enriching the lives of young people must be of primary concern.

UTILIZING THE SECONDARY SCHOOL HEALTH EDUCATION CURRICULUM GUIDE

This outline is designed to provide information about the Secondary School Health Education Guide to facilitate its use by Service Center staffs in planning for in-service education, by local school district curriculum and instruction personnel, and by the classroom health education teacher.

Purpose

- . To establish a basis from which curriculum can be broadened and developed in keeping with the health needs and interests of young people today and in the future.
- . To assist teachers in planning and conducting effective, dynamic instruction.

Components

BASIC AREAS:

- . Ten basic areas have been designated as a means of organizing health content.
- . They reflect the needs and interests of young people.
- . They are supported by research and recommendations from leaders in the field of health education curriculum.
- . They are appropriate areas of study for any student in any community.

CONCEPTS:

- . Conceptual statements have been developed for the basic areas.
- . They have been designed to withstand the influences of a changing culture, rapid technological development, etc.
- . They focus instruction on health as a quality of life rather than on health problems--the negative point of view.
- . They may contribute to rearranging the teacher's as well as the student's point of view about health and health content.

SUBCONCEPTS:

- . Subconcepts have been designed for each level of the health education progression.
- . They serve to develop the total concept and can be interpreted as vital in the scope and sequence of the curriculum.

CONTENT:

- . Content suggestions have been included in outline form in one column of the bulletin.
- . The content can be utilized in the development of units of instruction or can be thought of as suggestions for emphasis by the teacher as he plans learning experiences that will lead to the development of the concept.

MOTIVATING QUESTIONS:

- . These questions have been listed as a technique for drawing together the physical, mental-emotional, and socio-cultural dimensions of health.
- . They may serve to assist the teacher in utilizing the multi-dimensional approach to health content and health concepts.
- . They may suggest topics or points for discussion.
- . They may serve to interest both the student and the teacher in investigating, searching, and exploring the rapidly expanding content related to health.

LEARNING EXPERIENCES:

- . Examples of student-oriented learning experiences are suggested.
- . These examples suggest ways that the students may be led to the "discovery" of the subconcept or concept.
- . The focus of these learning experiences is on the student and how he can be actively involved in the learning process.
- . This focus is considered vital to the success of health instruction.
- . Since several of the units would benefit greatly from interviews with or classroom visits of physicians, pharmacists, psychologists, and other professionals, the teacher will want to organize the learning experiences judiciously to avoid any imposition whatever on these individuals. The course should be surveyed before starting and arrangements made to correlate the use of interviews or visits perhaps through the use of tape recordings, pamphlets, or written reports.

SUGGESTED BIBLIOGRAPHY:

- . A list of appropriate teaching materials, tools, media, etc., has been suggested.
- . It may serve to complement the structuring of learning experiences.
- . An attempt to suggest resources of free or inexpensive materials may be helpful to many teachers not yet familiar with health information resources.

Instructional Time

The ten basic areas have been organized into three levels of instruction to provide the most profitable educational offerings. The time for each level: Level A--grade 7 or 8 is 65 to 80 clock hours; Level B--Health I, grade 9 or 10 is 80 clock hours and $\frac{1}{2}$ unit credit toward graduation; Level C--Health II, grade 11 or 12, is 80 clock hours for $\frac{1}{2}$ unit elective credit.

If the school administrator or teacher decides that each of the 10 basic areas carries the same value in regard to time, 8 clock hours would be all the time available for each basic area in an 80-clock-hour semester.

Availability of the Guide

In order that both teachers and students may receive the most benefit from the guide, the following suggestions are made:

- . Material may be duplicated. It is most desirable that all teachers in each section of a grade level have their own copies of the guide.
- . Only one copy of the Secondary School Health Education Curriculum Guide will be available for each school superintendent and each secondary principal. This copy should be placed in the curriculum library or other convenient location where it will be readily available to teachers.
- . The guide is assigned for distribution purposes to the secondary principal who in turn may give it to the appropriate teacher.

I

BASIC AREA: CONSUMER HEALTH

Concept: The consumer's selection of health products and services is influenced by forces acting upon him.

LEVEL A

Subconcept: The acquisition of basic knowledge regarding consumer health is fundamental to the development of sound practices.

- . A consumer is a person who uses products and/or services that satisfy human wants and needs.
 - . Consumer: one who uses commodities
 - . Health products and services bought by families
 - . Factors that influence buying
 - . Ever-changing health products and services
- . The consumer's knowledge comes from many scientific and non-scientific sources.
 - . Influential sources
 - . Evaluation of scientific and nonscientific sources
- . Fads and fashions influence consumption.
 - . Effects of fads
 - . Influence of fashions and fads
- . Labeling provides protection.
 - . Identification of products
 - . Decision to buy
 - . Reasons for labels
 - . Control of labels

LEVEL B

Subconcept: A more thorough understanding of the influences on the consumer is necessary for the individual adolescent.

- . Consumer values and decisions depend upon the ability to apply criteria to selections.
 - . Bases of selection
 - . Selection and critical thinking
- . The purpose of advertising is to influence the consumer.
 - . Aims of advertising
 - . Some popular products that are advertised
 - . Advertising media
 - . Effects of advertising give-aways
- . Public and private agencies provide purchasing guidelines.
 - . Food and Drug Administration
 - . Federal Trade Commission
 - . Federal Communications Commission
 - . U. S. Department of Agriculture
 - . Post Office Department
 - . State and local health departments
 - . Medical associations

- . Dental associations
- . American Home Economics Association
- . National Better Business Bureaus
- . National Consumer-Retailer Council
- . Consumer organizations
- . Commercial companies
- . Health misconceptions are often eliminated when health information is scientifically evaluated.
 - . Similarities of misconceptions about various products and services
 - . Sources of information
- . Quackery is fraudulently claiming to profess medical knowledge or experience in an attempt to cheat the public.
 - . Definition of quackery
 - . Types of quackery
 - . Quackery supporters
 - . Traits of quacks
 - . Forms of quackery
 - . Influences aiding quackery consumption
- . Careful examination of professional, allied, and ancillary health careers will help the consumer become familiar with services and career opportunities in the health care field.
 - . Health care teams
 - . Consultants from the health care industry
- . Health insurance is designed to aid families during health emergencies.
 - . Controversial issues
 - . Types of health insurance
 - . Criteria for insurance selection

LEVEL C

Subconcept: The complexities of society alter the role of the young adult as a consumer.

- . Economic and political matters influence health products and services.
 - . Economic influence on health products available to consumers
 - . Economic influence on health services
 - . Political influence on health products and services
- . The rapid advance in medical science and technology stimulates the need for qualified persons in health-related fields.
 - . Changes in health careers
 - . Changes in resources for pursuing health careers
 - . Medical advances in protecting, treating, and preserving the human body
- . Advertising is designed to influence the preconscious and subconscious mind of the consumer.
 - . Psychological factors involved in conditioning
 - . Guidelines for advertising

BASIC AREA: CONSUMER HEALTH
 CONCEPT: The consumer's selection of health products and services is influenced by forces acting upon him.

LEVEL A
 SUBCONCEPT: The acquisition of basic knowledge regarding consumer health is fundamental to the development of sound practices.

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
- A consumer is a person who uses products and/or services to satisfy human wants and needs. - Consumer: one who uses commodities - Products - Services - Health products and services bought by families	What does consumer health mean to you? . . . Who are consumers? . What are products and services? . What health products can you find in your home? . What are some health services you share with your neighbors? . What does the family buy that contributes to family health? . Why should a consumer seek professional advice before purchasing dental and optical products and devices? . . . If there is a need to educate oneself as a health consumer, what does one need to learn? . . What influences the consumer in his selection? . How many things can you buy with a credit card? . Why is buying by credit card so popular? . What health products does your family charge at a pharmacy or stores? . What should we look for when we read a label? .	Have students survey health products people buy and services paid for by their parents. Discuss in class. Ask students to list some of the problems modern health consumers face in buying. Involve students in a role-playing situation based on paying monthly bills. In buzz sessions, discuss advertisements according to their influence on the consumer and present findings.	

LEVEL A

I-4

BASIC AREA: CONSUMER HEALTH

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Customs and superstitions	Why do health superstitions still exist today?	.	.	Have students list health superstitions existing today.
• Ignorance and prejudice	How do customs and superstitions affect some people?	.	.	
• Quacks and testimonials	Why do some people self-diagnose and self-treat themselves when they are sick?	.	.	
• Commercialized health information	What is a testimonial?	.	.	
	Where do you see commercialized health information?	.	.	Have students find two or three commercialized health information testimonials in your newspaper and magazines. Present findings to the class and discuss.
• Evaluation of scientific and nonscientific sources	Who are the persons or organizations presenting the information?	.	.	
	What reputation do they have in the community?	.	.	
	How are they helping to improve health and prolong life?	.	.	
• Fads and fashions influence consumption.	How is their information presented?	.	.	Have students examine the various cultures in our civilization to define each one's method of promoting good health.
• Effect of fads	.	.	.	
	.	.	.	
	.	.	.	
• Worthless drugs and cosmetics	How much money do you spend on drugs and cosmetics?	.	.	Have students read publications about the use and misuse of drugs. Have them report on how much is spent on drugs and cosmetics by their own families in a year.
• Diet	.	.	.	
• Skin	.	.	.	
• Face	.	.	.	
• Hair	.	.	.	

BASIC AREA: CONSUMER HEALTH

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
. Digestion and regularity	How is man affected by the use of drugs and cosmetics?	.		Have students report on ill effects of drugs and cosmetics (topics for discussion). (Visit from school nurse--talk on aspirin usage.)
. Food fads	How can food fads affect one's body?	.		
. Nostrums	Could there ever be a relationship between quack medical devices and serious illness?	.		Have students make posters about quackery and create and work crossword puzzles on quack medical devices.
	How much money is spent on quackery and nostrums?	.		
	How can one recognize a nostrum?	.		Have students present case histories of people who developed serious illnesses because of the use of quack medicine.
		.		Compare the money spent on quackery and nostrums with money spent on public education.
. Influence of fashions and fads	In what ways do fashions have a negative health implication?	.		Have students do a panel discussion on different materials used in clothing and the factors influencing people to buy.
	How do price, style, color, performance influence the consumer in buying health products or fashions that may or may not affect the health?	.		
. Labeling provides protection.	What is labeling?	.		Have students bring different labels and compare what each says. How do different products differ with the information on their labels?
. Identification of products	How does labeling protect the consumer in the use of foods? Drugs? Cosmetics? Household products?	.		
	What information does a label provide for the consumer?	.		Have a group of students make a bulletin board with labels from commonly used home products--cosmetics, vitamins,

BASIC AREA: CONSUMER HEALTH

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Decision to buy				insecticides--and place a gold star beside statements on the labels which help to protect the consumer.
Reasons for labels	What is the purpose of a label?			Have students design labels that would influence their own buying.
- To promote private brands - To identify products - To protect the consumer - Control of labels	What first started the use of labels?			Have students go to the store and count as many products of one kind they can find. Which label influenced them the most?
- Food and Drug Administration - United States Department of Agriculture	What federal and state laws control labeling?			Have students contact the County Agricultural Extension and Home Demonstration agents regarding the federal and state laws controlling labeling.
	Why are the labels on some products controlled by law while others are not?			Have students obtain information on laws from Food and Drug Administration and from State Health Department. Discuss in class.

BASIC AREA: CONSUMER HEALTH
CONCEPT: The consumer's selection of health products and services is influenced by forces acting upon him.

CONCEPT: The consumer's selection of health products and services is influenced by forces acting upon him.

LEVEL B
SUBCONCEPT: A more thorough understanding of the influences on the consumer is necessary for the individual adolescent.

Have students develop their own criteria for selecting a hospital.

Have students list and discuss health professions that have been accepted and approved by the public.

Have the class compose a letter to the Better Business Bureau for information about a particular company.

Have students write a paper on "Is Cost an Accurate Measure of Value?"

LEVEL B

I-10

BASIC AREA: CONSUMER HEALTH

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Advertising media - Publications - Broadcasting - Direct mail - Door to door - Outdoor signs - Effects of advertising giveaways - Words the people use - People to whom they appeal	- What are some of the media used for advertising? - What sources are most appealing to different age groups?		Have students survey television commercials for one evening concerning food and drug consumption. What claims are stated and what ideas are implied? Stress the values of scientific inquiry as opposed to assumption.	
Public and private agencies provide purchasing guidelines.	What types of advertising devices are used?		Have students cut slogans out of magazines and newspapers. Find the key words and discuss them in class. Have them make up slogans of their own. Keep track of the types of people pictured in advertising.	
Food and Drug Administration	- What specific areas do the food, drug and cosmetic laws cover? - What is the Pure Food and Drug Act?		Have a student write the FDA for information on recent court actions and other activities which protect the consumer's health.	
Promotes fair dealing among manufacturers and dealers	How do the United States Pharmacopeia, Homeopathic Pharmacopeia and the National Formulary of the American Pharmaceutical Association govern labeling?		Have students bring various products or their wrappers to class. Appraise these using criteria for selecting health products.	

BASIC AREA: CONSUMER HEALTH

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Provides laws and standards to cover food, drugs, cosmetics, devices, and hazardous substances	What information must food, drugs, and cosmetic labels contain?	.	.	Have students secure copies of the Food, Drug and Cosmetics Act from the Government Printing Office, and copies of the food and drug legislation in their state. How do they compare?
- Enforces drug standards set by various agencies U. S. P. H. P. N. F.	What are standards and how have they evolved?	.	.	Have students contact American Pharmaceutical Association for information on other drug standards.
- Enforces drug standards set by various agencies U. S. P. H. P. N. F.	Who formulates standards?	.	.	Have students study actual cases handled by the FDA to learn the work of this government agency.
- Federal Trade Commission - Prevents price-fixing - Prevents boycotts	What federal agencies control advertising?	.	.	
Federal Communications Commission	Name other legislation enforced by the Federal Trade Commission.	.	.	
Department of Agriculture	What are the functions of the FTC and the FCC in controlling advertising?	.	.	Have students report on current rulings by the FTC and the FCC in the regulation of advertising.
- Requires sanitary conditions - Grades food products	What does the stamp of the U. S. Department of Agriculture on meats indicate?	.	.	
	What are the different levels of grading meat?	.	.	Have class visit grocery store and check meat items for grading system.

BASIC AREA: CONSUMER HEALTH

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Post Office Department • Investigates mail fraud • Inspects mail • State and local health departments • Medical associations • Protect the consumer • Protect professions • Dental associations • American Home Economics Association • National Better Business Bureaus	What federal department protects the consumer against mail fraud? Who are postal inspectors? What responsibilities do state and local health departments have toward the control of products and services? What committees within the American Medical Association carry out protective functions? What can a doctor of medicine do that paramedical workers cannot do? What is a seal of acceptance on dental products? Why is it necessary to have a seal of acceptance on dental products? Is standardizing dental products necessary? Why? What can a person with a doctor of dental surgery degree do that someone with a dental laboratory degree cannot do? What role does the American Home Economics Association play in the educational program in schools? What is the American Home Economics Association monthly publication? How does the National Better Business Bureau protect the consumer?	Have several students visit the nearest Post Office and speak to the postal inspector regarding the consumer's protection against mail fraud. Report findings to class. Have representatives from local health departments visit the class and discuss responsibilities. Have a student in class write the AMA and ask for consumer health information. Have students check dental products in their homes. Do the products have a seal of acceptance? Ask a home economics teacher to discuss the American Home Economics Association. Have a representative from the Better Business Bureau talk to the class and tell how the bureau may assist the consumer in matters of health protection.		

BASIC AREA: CONSUMER HEALTH

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Fight frauds, promote accurate advertising • Reduce unfair competition • Educate the public • National Consumer-Retailer Council • Establishes code of ethics • Reduces abuses of consumers and retailers • Consumer organizations • Establish rating and testing of all types of commodities • May exert economic and political force • Commercial companies • "Guaranteed" seal • "Studied and commended" seal	How does the National Better Business Bureau deal with individuals violating business ethics? How is the National Better Business Bureau working to improve business practices in your community? What is the basic purpose of the National Consumer-Retailer Council? With what other organizations does this council work closely? What is the basic purpose of Consumers Union, Inc.? Where can you find monthly publications issued by Consumers' Research, Inc., Council on Consumer Information, etc. What types of products are tested and rated by commercial companies? Do they have laboratories for their testing service? Where do companies get their authority? How valid are their endorsements? What type of approval do some advertise on their label, for example, toothpaste? Who approved their label?		Have students make a list of organizations and obtain samples of the consumer publications. Have students investigate the meaning and requirement of the Seal of Approval of Good Housekeeping, the Seal of Commendation of Parents' Magazine, and other certification labels on products. Discuss.	

BASIC AREA: CONSUMER HEALTH

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Health misconceptions are often eliminated when health information is scientifically evaluated.	What diseases are prone to quackery? Why might there be a connection between self-medication and quackery? What personality types are susceptible to quackery?			Have student groups present different diseases in which quackery is dominant. (Research causes, ill effects; discuss or debate). Have students collect claims for cures of such diseases as cancer, arthritis, diet, then the scientific facts regarding the actual cures. The findings should be reviewed and analyzed by the class.
Misconceptions about various products and services.	Are you aware of the various health misconceptions? How can health misconceptions affect one's family? What happens to quackery when a cure is found for certain diseases?			Visit a local health or history museum and discuss facts and foundations of misconceptions in medicine. Have student debate teams debate certain misconceptions.
- Sources of information - Reliable - Example: Consumer Reports - Unreliable - Example: Advertisements containing testimonials	Why do you seek reliable information? How and where does one obtain reliable information? Does it cost money to get reliable information? What are some possible connections between unreliable health information and conditions leading to illness? How can one detect unreliable information? Should one believe everything he sees or hears? Discuss? What is the fallacy of believing all one sees in print or hears over radio and television about health information?			Problem solving: Have teacher present problems to class in an attempt to solve them in a logical manner. Problems should be similar to what student may face while he is a consumer. Have each student investigate the most reliable sources of information through reading and inquiry.

BASIC AREA: CONSUMER HEALTH

LEVEL B

LEVEL B	CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
		Physical	Socio-Cultural	

BASIC AREA: CONSUMER HEALTH

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Hypochondriacs • Self-medicants • Pressure groups • Traits of quacks • Promised cures • Cure-alls • Sympathy • Special low prices • Unevaluated cures • Secret formulas • Rejection by medical world • Forms of quackery • Nostrums • Self-medication • Testimonials and claims • False health advertising • Fads • Cults	• •			

BASIC AREA: CONSUMER HEALTH

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Superstitions • Rackets • Magic				Have students report on the history of quackery and new forms that have arisen to take the place of old ones. Have a student group compile a list of characteristics of quackery and submit to the school newspaper.
• Influences aiding quackery consumption • False advertising		How does advertising influence our buying? To what part of man does advertising appeal?		Take students to visit local television station and observe the filming of local commercials. Have them write an advertisement using some of the common techniques and present it to the class.
• Diet fads		What is the relationship between diet and advertising? How can diet fads relate to quackery?		Have students examine labels of various breakfast cereals or enriched foods for their process of good food production, price, content, and markup.
• Cosmetic fads		How can cosmetic fads and advertisements relate to quackery?		Have students write why they bought the cosmetics they are using. Did advertising play a part in their selection?
• Careful examination of professional, allied, and ancillary health careers will help the consumer become familiar with services and career opportunities in the health care field.		What kinds of people work in the health field?		Have teacher divide class into research groups to report on each of the teams listed in content area. Special emphasis in each report should be placed

BASIC AREA: CONSUMER HEALTH

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Health care teams - Diagnostic--Doctors of medicine and dentistry, medical technicians, laboratory technicians, radiologic technologists, biologists - Therapeutic--Doctors of medicine and dentistry, therapists (occupational, physical, radiation, recreation), social workers, pharmacists, dental hygienists, dieticians - Nursing--Nurses (registered and licensed vocational), nurse aides and assistants, orderlies, surgical technical aides - Management--Administrators, accountants, supervisors, doctors of medicine and dentistry, medical records librarians - Ancillary--Secretaries, assistants, receptionists, food service, housekeeping, maintenance, clerical personnel - Education--Teachers, ministers, professional and allied health workers	Physical How much education is required to work in the health field? In what ways do all workers in the health field work with sick people either directly or indirectly? Is amount of money to be made in the health field related to the amount of education required? How? Where is information available on career opportunities in the health care field?	Mental-Emotional	Socio-Cultural	on the relative importance of each team. Much interchange will result because some specific career areas work on several teams. Compare the educational requirements for various health careers. Discuss differences. Have students discuss the importance of each team and its relative place in the total health care field. Have individual students write reports on the various careers and combine into a class notebook. A student's interest should determine field of research, e.g. nurse specialties such as anesthetics, operating room, pediatrics, supervision, public health nursing; doctors of medicine, such as podiatrists, general practitioners, neurosurgeons, and obstetricians.

LEVEL B

I-20

BASIC AREA: CONSUMER HEALTH

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Health insurance is designed to aid families during health emergencies. - Controversial issues - Compulsory health insurance - Voluntary health insurance - Types of health insurance - Group - Workman's Compensation - Individual	- What are the pros and cons of compulsory and voluntary medical care insurance? - What is "state medicine"? - What is socialized medicine? - What is the difference between Medicare and Medicaid? - What are the advantages of group health insurance? - What type of insurance protects the family against loss of earning capacity? - What type of insurance covers charges on room, drugs, anesthetics? - What type of dental care is covered by insurance? - Policies payable for surgical operations are stated under what type of insurance? - Under what type of insurance are physicians' home calls or office visits covered? - What type of insurance is commonly called "catastrophic" protection?	- careers (receptionist, medical record librarian, physician, nurse, medical technologist, radiologic technologist, etc.). - Have a student committee plan a debate on the advantages and disadvantages of compulsory medical care under federal control. - If students live in an industrial community, have them find out what kind of health insurance is available for industrial workers. - Have students individually examine the extent of major or minor illnesses in their families during the last five years. Has anyone had to go to the hospital? Have there been any operations? Has there been any prolonged illness? How many house calls have physicians made? How many office visits made? How many visits to the dentist? Report findings and discuss advantages or disadvantages of health insurance in various situations.		

BASIC AREA: CONSUMER HEALTH

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Criteria for insurance selection	Define indemnity, eligibility, and limitation of coverage. Upon what criteria should insurance selection be based? 			Ask an insurance broker to explain why rates differ according to coverage and age on health insurance. Have students see how many families of class members are covered by health insurance. Invite a local agent to come to class and discuss the various forms of insurance.

BASIC AREA: CONSUMER HEALTH

CONCEPT: The consumer's selection of health products and services is influenced by forces acting upon him.

LEVEL C

SUBCONCEPT: The complexities of society alter the role of the young adult as a consumer.

CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
• Economic and political matters influence health products and services. • Economic influence on health products available to consumers • International affairs • National politics • Depressions • Inflation • Taxes • Competition • Economic influence on health services • Political influence on health products and services	How has technology affected health products? Why are tax rates different for various communities? Why have taxes increased? How do taxes affect health services? How has technology affected health services? How are health services affected by changing political philosophies? In what way can birth control measures be affected by either politics or economics? How have different world conflicts affected health products?	Have a student explain what is meant by the statement: "The economic vote gives the health consumer power." Have students research and report on how international affairs, national politics, depressions, inflation, taxes, and competition influence the availability of health products. Have student debates or student skits on the motivating questions.		

BASIC AREA: CONSUMER HEALTH

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- The rapid advance in medical science and technology stimulates the need for qualified persons in health-related fields. - Changes in health careers	What needs in our society have brought changes in health careers as a result of the knowledge explosion?	Have students study and report on the health needs and health resources for health careers in local community that are a result of the knowledge explosion.	Have the students project future levels of health care and compare to present levels. Discuss demands for meeting health care needs of the future.	
Changes in resources for pursuing health careers	What resources do you have in your vicinity for pursuing a health career?	Have groups visit school, college, or university in your area to learn what it has to offer as preparation for health careers.	Have students conduct surveys in the community to learn of opportunities for volunteer or summer jobs in the health care field.	
Medical advances in protecting, treating, and preserving the human body	What are some of the rapid advances in technology? What are the cultural, legal, and moral implications for organ transplants? What are some new drugs that have been used in medicine?	Have reports on different transplants. Have pharmacist discuss new drugs with class.		

BASIC AREA: CONSUMER HEALTH

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Advertising is designed to influence the preconscious and subconscious mind of the consumer. - The psychological factors involved in conditioning	What types of research are drug companies conducting in the field of drug preparation? What are some advances provided by medical technology in relation to preserving the human body? What advances have been made in preventive dentistry? How did advertising have its beginning? What is meant by preconscious conditioning? Subconscious conditioning?			Have students tour a hospital and observe the various types of equipment and apparatus used. Report on the tour. Have students find old advertisements and compare with the advertising of today. Have class research and report on the ways advertising is used to promote a product. Have students read <u>Hidden Persuaders</u> by Vance Packard and discuss strong and weak points. Let a student write a slogan about a health product then design a trademark to identify the product. Have students write the various agencies and report to class if they have a policy regarding their advertising.
- Guidelines for advertising - American Association of Advertising Agencies - National Association of Broadcasters	What are the controls on advertising?			

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Texas Nurses Association, 434 South Main Avenue, Suite 205, San Antonio, Texas 78204.

Texas State Department of Health, 1100 West 49 Street, Austin, Texas 78756.

Local school counselors, nurses, local dental society, local medical society, libraries, hospitals, clinics, pharmacists, industries.

II

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

Concept: Man's health is subject to alterations by the presence and effect of harmful agents, transmitted by living and non-living things within his environment.

LEVEL A

Subconcept: Understanding the nature of communicable diseases is fundamental to their control.

- . Several factors must be known about the sources of communicable diseases.
 - . Causative agents
 - . Reservoirs of infection
 - . Escape from the reservoir
- . The organisms carrying disease come in contact with man in different ways.
 - . Modes of transmission
 - . Portals of entry
 - . Susceptibility to disease

LEVEL B

Subconcept: Some communicable diseases have been controlled and others remain major health problems to man.

- . Although great medical advances have been made in the control of some communicable diseases, others remain major problems.
 - . Protection for certain diseases
 - . Diseases that have resisted control
- . The individual has a major responsibility in the control of communicable disease.
 - . Increasing one's own resistance
 - . Supporting existing programs

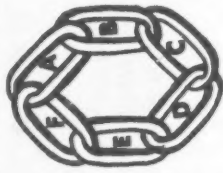
LEVEL C

Subconcept: Wide-scale efforts are necessary for the prevention and control of communicable diseases.

- . The solution of the communicable disease problem requires cooperation of efforts within and between voluntary and official agencies at all levels.
 - . Official agencies
 - . Voluntary agencies
- . The importance of communicable diseases in the future depends on the success of medical research and the willingness of man to accept the findings of this research.
 - . Research
 - . Education

CONCEPT: Man's health is subject to alterations by the presence and effect of harmful agents, transmitted by living and nonliving things within his environment.

SUBCONCEPT: Understanding the nature of communicable diseases is fundamental to their control.

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
. Several factors must be known about the sources of communicable diseases	What is disease?	.	By means of a drawing or transparency, explain the following:
	What is a communicable disease?	.	
	How does it differ from a noncommunicable disease?	.	
	Why are some communicable diseases more common at certain times of the year?	.	
		.	A. Causative agent
		.	B. Reservoir of infection
		.	C. Means of escape
		.	D. Modes of transmission
		.	E. Portals of entry
		.	F. Susceptibility of new host
		.	Communicable Disease Chain
		.	Discuss with class how diseases become communicable only when all six links are completed. Breaking the chain at any link could stop the spread.
		.	Assign a committee to secure the Texas morbidity report for the previous year from the State Health Department. Let them study the report and discuss with the class the incidence of various diseases according to the time of the year.

LEVEL A

III-4

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
. Reservoirs of infection	What are some diseases caused by each of these agents?		Is socio-economic status related to the incidence of disease-causing agents?	Have students research and report on the relative incidence of disease-producing organisms in low-, middle-, and high-income areas. This should be based on medical and scientific studies.
	What diseases does man get from animals?		Might there be a relationship between lower socioeconomic living conditions and animal-caused diseases?	Have the class research and report on the animals that can carry rabies.
	What is a reservoir and how does an animal serve as one?			Ask a physician or representative of the local health unit to speak with the class on rabies and pets.
. Animals	What diseases are common only to man? Why?		Does socio-economic status have an effect on man as a reservoir of disease-producing organisms?	Divide the class into buzz groups and let each group discuss and report to the class their findings on diseases peculiar to man and why they are peculiar to man.
	To what diseases, if any, does man have immunity? Why or why not?			Assign for research the nature of the reservoir in such diseases as tuberculosis and poliomyelitis and discuss in regard to control of diseases.
. Human	What is a carrier?			Let one member of the class do research on typhoid fever and place specific emphasis

LEVEL A

II-6

LEVEL A

II-7

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Dysentery • Salmonellosis	Why should meat be inspected before it is delivered to food markets? What about other foods? How is water purified? What is a desirable fluoride level for the community water supply and how can this level be maintained? What is fluorosis? How is washing the hands after using the toilet and before eating related to the spread of disease by food and water? What diseases may be borne by milk and milk products?	What is the position of the American Medical and Dental Associations in regard to fluoridation?	Let the class discuss, after research, how the local community is trying to keep water and food from spreading disease. The local health department can provide this information. Write to the Texas Dental Association for its kit on fluoridation and dental care. Use in class presentation. Invite the city health inspector (if there is one) to talk to the class about sanitation problems relating to food and water in the community and what is being done about them.	
• Vectors (usually animals) • Mosquitoes • Rodents • Fleas • Flies • Ticks	What diseases are spread in this way? (e.g., malaria, yellow fever, St. Louis encephalitis, plague) What is the relationship between general sanitation and the incidence of these diseases? What types of diseases are carried by mosquitoes? Rats? Fleas?	What is the relationship between economic levels and the incidence of this type of disease?	Show a film on milk pasteurization and discuss the methods and principles of pasteurization.	

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Inanimate objects - Books - Clothing - Door knobs - Cooking and eating utensils	What diseases of this type are of special significance in Texas? Any certain parts of Texas? Why?	.	.	Show a film on mosquito and/or rat eradication and discuss this with the class.
	What measures should be taken to curb diseases spread by vectors?	.	.	Have a committee investigate and report to the class the community's procedures for controlling hazards related to diseases spread by animals. Follow with a class discussion.
	What factors inhibit the spread of this type of communicable disease?	.	.	
	What diseases may be spread in this manner?	.	.	Have a committee consult with city health officers regarding city practices in fumigation. Report findings to class.
- How prevalent are diseases spread in this manner? - What misconceptions and fallacies are associated with the spread of disease in this manner? (Example: Can venereal diseases be spread from a toilet seat?)		.	.	Have each student list some common misconceptions regarding spreading disease through inanimate objects.
		.	.	Have a student wash and dry a utensil and compare it with a utensil washed and dried automatically. Prepare slides of materials from each utensil and study the slides under microscopes.
- What is fumigation? - Antiseptics? Disinfectant?		.	.	Show film on Dr. Joseph Lister's life and work.

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Portals of entry - Respiratory tract - Digestive system - Genito-urinary tract - Breaks in body membrane - Skin sores or lesions - Insect bites	How do disease micro-organisms enter the body? What can a person do to prevent disease microorganisms from entering his body?			Have a panel discussion on the statement: "Diseases enter the body by the same means they left another body." Be sure to point out examples and possible exceptions.
Susceptibility to disease	What does susceptibility to disease mean? What is resistance to disease? What diseases are common to different age groups? To the two sexes?	Are there mental and emotional susceptibilities?	Are some racial and ethnic groups more susceptible to certain diseases than others? Are some more resistant to certain diseases than others?	Have each student, with the help of his parents and family physician, list the communicable diseases he has had and when he had them. Discuss and evaluate possible causes. Let each student research his own family background to determine if there are special diseases to which he may be susceptible. Have students research and report on scientific studies, if such exist, on the relationship between race or culture and susceptibility or resistance to disease. Have a class discussion on the relationship between age and certain communicable diseases,

LEVEL A

II-11

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
. Medical	What are white blood cells? How do they protect against disease?	.	.	Secure, if possible, some prepared slides of blood samples illustrating the structure of white blood cells. Explain and discuss how these cells overcome disease microorganisms. Show a film on body defenses against disease. Discuss.
	What is an antigen-antibody relationship? What is an antitoxin? What are shots? What are D. P. T. shots? Does one shot work for all diseases?	.	.	
	Why can we immunize against only certain diseases?	.	.	
	Why must some communicable diseases in Texas be reported? What are some of these reportable diseases?	.	.	
	What diseases are presently immunizable? At what age level? At what intervals?	.	.	
		How can people be encouraged to accept immunizations?		Have students develop personal immunization records using forms of Texas State Health Department. Assign a committee to interview a physician concerning the procedures in reporting communicable diseases. Report to class. Assign oral reports on some of the more important immunizable diseases?

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

CONCEPT: Man's health is subject to alterations by the presence and effect of harmful agents, transmitted by living and nonliving things within his environment.

LEVEL B

SUBCONCEPT: Some communicable diseases have been controlled and others remain major health problems to man.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Although great medical advances have been made in the control of some communicable diseases, others remain major problems. - Protection for certain diseases - Attacking the reservoir of infection - Preventing the spread of water-borne diseases	- What advances have been made in the last three decades in the control of disease? - What diseases have been controlled in this way, e.g., rabies, etc.? - What pets carry such diseases and how must they be handled? - How can diseases of animals such as cattle and hogs be controlled? - What is trichinosis? - Undulant fever? Plague? - Bovine tuberculosis, etc.?	- How is the control of this type of disease related in any way to socio-economic groups? - What are some economic factors in the control of these diseases?	- Assign oral reports for research on famous men who have been instrumental in conquering communicable diseases. - Show a film on rabies. - Divide the class into buzz groups and let them discuss ways in which the local community is combating rabies. - Ask the vocational agriculture teacher to discuss with the class undulant fever and trichinosis. - Assign a committee to find out state and local regulations on meat inspection and the inspection of animals for eventual food use. Report to the class their findings.	

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

LEVEL B

LEVEL	CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
		Physical	Mental-Emotional	Socio-Cultural	
	• Rodent control • Water purification • Insect control • Sewage disposal	• What diseases have been controlled by these methods (e.g., yellow fever, typhoid, dysentery)? • What control measures have been effective?	• What are special socioeconomic problems in the control of disease by these methods?	• Ask the city sanitarian or chief health officer to explain how the community controls rats and mosquitoes. Discuss what each citizen can do on his own in such cases and have each check his own home and take corrective measures.	
	• Preventing escape of microorganisms from the reservoir • Isolation • Quarantine • Disinfection • Antibiotics	• What diseases have been controlled by these methods? • What are some of the devices used to control disease in this manner? How effective have these devices been? Why? • What types of communicable diseases are most difficult to control by attacking the reservoir of infection? Why?	• What are special socioeconomic problems in the control of disease by these methods?	• Ask the local public health director to explain what "reportable diseases" are and how reporting them helps to control them. • Divide the class into buzz groups to discuss simple health practices and precautions that could help prevent the spread of disease. • Ask one student to report on the weekly morbidity statistics for his county. These are available through the local health department.	
	• Protecting the susceptible individual	• What can an individual do to protect himself from communicable disease?	• What are special socioeconomic problems in the control of disease by these methods?	• Have each class member keep a record of his absences from school for a month or so. What type of illness caused the absences and what, if any, unusual circumstances surrounded these illnesses?	

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Good general health • Sleep • Diet • Exercising	Why must a person watch his diet and get plenty of sleep and exercise to prevent communicable disease? Are there specific diseases that can be controlled through good health habits? If so, how? If not, why not?	Are there factors that prevent adequate protection through good health habits?		Divide the class into buzz groups. Assign each group a specific disease and ask them to relate each of the good health practices in the control of each of the diseases. Then have each group report to the class. Have a panel discussion on how poverty, poor living conditions, and socio-economic background might affect resistance to disease. Have the students report on medical and scientific surveys of the prevalence of diseases among different racial groups.
	• Natural immunity • Species • Individual	What is meant by natural immunity? What does research say about natural immunity?		
	• Acquired immunity • Active immunity • Artificial	What is the difference between active and passive immunity? What is artificial immunity? What is its purpose?	Why do some socio-economic groups need certain types of immunization more than other groups?	

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

LEVEL B

CONTENT	Physical	MOTIVATING QUESTIONS	Socio-Cultural	LEARNING EXPERIENCES
	What are some of the various techniques?	- What is the role of ignorance in utilizing these techniques? - Why do some people resist and refuse to use these techniques?		Show a film on various types of artificial immunization. Ask the school nurse to explain the techniques of active artificial immunization. Ask her to demonstrate the difference in the materials used in diphtheria and polio immunizations.
	What diseases have been controlled by artificial immunization?			Ask a committee to find out what immunizations a person entering this country must have.
	What is a vaccine? A toxoid? A booster?			Assign oral reports on individual diseases controlled by active artificial immunization and relate to the class how this is accomplished.
				Ask another committee to investigate the school requirements for immunizations. In a report to the class, they should discuss the handling of those who do not have the proper immunizations. Implications? How do the school requirements compare with the American Medical Association recommendations?
Latent	What is latent immunity?			

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Passive immunity	What is the difference between latent and artificial immunity?	Why is latent immunity sometimes confused with natural immunity?		Let the class discuss reasons that an adult might acquire communicable diseases usually associated with children. Ask the school nurse to explain the uses of passive immunity. Assign the class members a research topic: "The Uses of Gamma Globulin." Have each write in class a summary essay on his findings.
	What is the relationship between age and the development of a high degree of latent immunity?		Why is it generally true that the more crowded the community, the higher will be the percentage of immune persons at any age level?	
	Which diseases can you have only once? Several times? Why?	Should one ever intentionally expose himself to a disease?		
	What is meant by passive immunity?			
	What is an antitoxin? Gamma globulin?			
- Treatment with antibiotics and other substances - Antibiotics - Penicillin - Terramycin - Aureomycin	What diseases can be controlled by passive immunity?			Assign oral reports on the lives of Sir Alexander Fleming and Dr. Selman Waxman.
	In what circumstances might gamma globulin be used?			
	What are antibiotics?			
	What are some of the main ones?			
	What is their use?			

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Other substances - Sulfa drugs - Aniline dyes	How do they vary in action?	.	.	Show a film on antibiotics.
	What are some of the limitations and dangers in the use of antibiotics?	.	.	Have a pharmacist review the action of drugs.
	What types of diseases can be helped by sulfa drugs and aniline dyes?	.	.	Have students research and report to the class about sulfa drugs and their use.
	What are some of the limitations and dangers in the use of sulfa drugs and aniline dyes?	.	.	Assign to different members of the class some of the diseases not effectively controlled. Let each student trace the diseases through the communicable disease chain and illustrate where attempts have been made to control it.
Diseases that have resisted control	What communicable diseases have resisted control?	.	.	Assign to different members of the class some of the diseases not effectively controlled. Let each student trace the diseases through the communicable disease chain and illustrate where attempts have been made to control it.
- Venereal diseases - Less common - Chancroid - Lymphogranuloma venereum - Granuloma inguinale	What are venereal diseases?	.	.	Ask the school physician or VD consultant from the State Health Department to talk to the class about venereal diseases, emphasizing how they are controlled, the necessity of treatment, and the excellent results of treatment.
	What are the recognized methods of control?	What elements have interfered with the control of these diseases?	What is the relationship between socio-economic status and the incidence of venereal diseases? What is the relationship of age to their incidence?	

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- More prevalent - Syphilis - Gonorrhea	Why is it essential to avoid self-medication?	Why are venereal diseases increasing among young people?		Write to the Communicable Disease Section of the State Health Department for its resource kit on venereal diseases. Use these materials with the class where possible. Assign one student to obtain the incidence of VD in the local community. Use this information as a basis for discussing possible means of control. Have students research and report on the incidence of syphilis and gonorrhea in Texas and possible reasons for the high rate. Ask a physician to explain the latest treatment for syphilis and gonorrhea. Emphasize means of detection and treatment.
	Why is early detection and treatment essential in controlling VD?			
	Why do so many cases of venereal diseases go undetected?			
	Does heredity influence the incidence of syphilis and gonorrhea?			
	What is congenital syphilis? Gonorrhea?			
	What are the signs and symptoms of syphilis and gonorrhea?			
	What sex differences exist in the incidence, manifestations, and long-term effects of syphilis and gonorrhea?			
	How can syphilis and gonorrhea be prevented?			
	What is the incidence of syphilis and gonorrhea in Texas? What is the rate among teen-agers?			
	In what ways are these two diseases effectively treated?			
	What are the different blood tests and what are their purposes?			

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Tuberculosis	What is the bacterial cause of tuberculosis? What are the different types of tuberculosis? What are some of the signs and symptoms of TB? What is the significance of a positive skin test? What are the recognized methods of treating TB? What are the recognized means of tuberculosis control? What can the individual do to protect himself from communicable diseases?	• How does a person's mental attitude affect his recovery from TB? • What is the relationship between the environment and tuberculosis? •</		

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Participation in immunization programs	What immunization does a person need?	Why do some people resist immunization when it is free?		Have each student compile an individual immunization record utilizing the health record form of the State Health Department. Encourage each student to make a complete analysis of his own immunization record and get his immunizations up to date.
	What programs are available? Where? Cost?	Why do some say mass immunizations are forms of socialized medicine?		Assign a committee to investigate what the community is doing in the way of immunization clinics. What are the requirements?
- Supporting existing programs - Schools - Official agencies - Voluntary agencies	What community agencies are involved in communicable disease control? What means can a person use to help promote these programs? (e.g., money, personal service, etc.)	What should a person know about various immunization programs? Facilities? Cost? Need?	How can a person help those who cannot afford or for any reason cannot get these immunizations?	Have the class make a complete community survey of all the agencies working to control communicable diseases. Then let the class find out what ways they can help these agencies in their work.

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

CONCEPT: Man's health is subject to alterations by the presence and effect of harmful agents, transmitted by living and nonliving things within his environment.

LEVEL C

SUBCONCEPT: Wide-scale efforts are necessary for the prevention and control of communicable diseases.

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
- The solution of the communicable disease problem requires co-operation of efforts within and between voluntary and official agencies at all levels. - Official agencies			Assign two committees to survey the community to find all the agencies, voluntary and official, that are working in communicable diseases. Let them report to the class what each type does and how it does it.
	What are official health agencies?	.	
	What are voluntary health agencies?	.	
	How are these agencies supported?	.	
	What do they try to accomplish in the control of communicable diseases?	.	
Local, county, and regional	How do the local, county, and regional public health departments cooperate in controlling communicable diseases?	.	Ask a city or county public health official to discuss the various ways his department works to control communicable diseases.
	What services do these groups render in communicable disease control? Sanitation, laboratory service, water purification, food handling, etc.?	.	
	What efforts are made to educate the public about communicable diseases?	.	
	What types of communicable disease problems are related to socio-economic levels?	.	
	What is an endemic disease? An epidemic disease?	.	
		.	Divide the class into buzz groups and assign each group a particular service of the local department of health in communicable disease control. Have each group explore the avenues of cooperation between different individuals and agencies as each of these services is rendered.

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
State	What is meant by epidemiology?	.	.	Assign several students to interview a health official on how his department would proceed to bring an epidemic of diphtheria, or perhaps dysentery, under control. Report back to class.
	What cooperation is necessary to combat epidemic of communicable disease?	.	.	
	What is the role of the public health nurse in combating communicable diseases? The sanitarian? The veterinarian?	.	.	
	What type of cooperation with these agencies can be expected from family physicians?	.	.	Have a committee check on the medical records kept in health departments. What records involve communicable diseases and how much dependence is placed on family physicians for these records? Report findings to class.
	What is the role of the school health program in communicable disease control?	.	.	
	.	.	.	
	What services does the State Health Department render in communicable disease control?	.	.	Ask the superintendent, principal, or nurse to discuss the efforts of the school to control communicable diseases.
	How might the State Health Department work with local agencies in the control of communicable diseases? (For example, in laboratory services, disease regulations, health and disease statistics, health education, sanitation, etc.)	.	.	
	.	.	.	
	.	.	.	Assign an individual project to investigate the state regulations in regard to reporting communicable diseases. Report to the class and discuss the regulations.
				Have the class collect information from health workers, statistics, and other means to evaluate the success or failure of these cooperative efforts. Have a class discussion on the findings.

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• National	What services does the Department of Health, Education, and Welfare provide in the area of communicable diseases? What federal agency is concerned with communicable disease control? Are there other governmental agencies that help in communicable disease control? What are some of them?			Have class compile lists of pamphlets and other publications from federal agencies indicating their services in communicable disease control. Assign class projects on the role of the Food and Drug Administration in the control of communicable diseases.
• International	How does the World Health Organization work to control communicable diseases? How does W. H. O. cooperate with national health agencies in controlling communicable and pandemic diseases?			Have the class make a list of the communicable disease problems worked on by the W. H. O. Discuss how successful this organization has been.
• Voluntary agencies	What voluntary health agencies are concerned mainly with communicable disease problems? How do voluntary agencies cooperate with official agencies in fighting communicable disease problems? When can voluntary agencies make their greatest contributions in communicable disease control?			Have a panel discussion, with a class member as a moderator, and a panel made up of a representative of the local health department, a representative from the Regional TB Association and from the local March of Dimes group, and a nurse concerning the ways in which they cooperate in combating communicable diseases.
• The importance of communicable diseases in the future depends on the success of medical research and the willingness of man to accept the findings of this research.	Where has research in communicable disease control been taking place (e.g. through efforts of voluntary agencies, institutions of higher learning, private companies, etc.)?			Ask a member of the class to compile the names of specific sources of research in the control of communicable diseases. Assign specific students for this project.
• Research				

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
. Artificial immunizations	What diseases have been controlled through artificial immunization in the last three decades?	.	.	Assign communicable diseases such as diphtheria, smallpox, or poliomyelitis to different groups in the class. Let each group research and report on the following: . Yearly incidence of the disease over the last three decades (nationwide and locally). . Incidence of deaths from the disease during the last three decades. . Times of year when the incidence of the disease is highest and lowest. . Incidence by age groups. Have each group report and discuss implications of findings.
	In what areas of communicable diseases will research continue to be undertaken?	.	.	
	What research has been done in controlling chicken pox, hepatitis, infectious mononucleosis?	.	.	
	What can public health education do to make people aware of the benefits of immunization programs?	.	.	
	What effects do social customs and socio-economic levels have on the incidence of communicable diseases?	.	.	
. Drugs and antibiotics	Why have TB immunizations not been used in this country?	.	.	Ask a school or county health official to explain the TB vaccine and its use. Discuss why it is not universally used in America. What uses might it have here? Ask a pharmacist to discuss with the class the latest drugs and antibiotics available to him in helping to control and combat communicable diseases. For what diseases are these substances used?
	What substances have been discovered in the past 20 years to help control communicable diseases?	.	.	
	Where might a person go to get information about the functions and uses of these substances?	.	.	
	What are some of the new drugs used in treating tuberculosis?	.	.	
	Venereal diseases?	.	.	

LEVEL C

II-27

LEVEL C

II-28

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PAMPHLETS

American Dental Association, 211 East Chicago Street, Chicago, Illinois 60611.

American Medical Association, 535 North Dearborn, Chicago, Illinois.

American Public Health Association, 1790 Broadway, New York, New York.

American Social Health Association, 1790 Broadway, New York, New York.

Local health departments.

Merck and Company, Rahway, New Jersey.

Metropolitan Life Insurance Company, One Madison Avenue, New York, New York.

National Dairy Council, 111 North Canal Street, Chicago, Illinois.

Public Affairs Committee, 381 Park Avenue S, New York, New York 10016.

Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

Texas Education Agency, Austin, Texas.

Texas State Department of Health, Austin, Texas.

United Nations, New York, New York.

U. S. Food and Drug Administration, Washington, D. C.

U. S. Public Health Service, Washington, D. C.

World Health Organization, Geneva, Switzerland.

Voluntary health agencies (local, state, regional, and national branches).

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- A "Bacteria--Friend or Foe?" Encyclopedia Britannica Films.
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- A "A Body Fights Bacteria," McGraw-Hill Films.
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Health.
- A "How Our Bodies Fight Disease," University of Texas,
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- A "How to Catch A Cold," Texas State Department of Health.
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- B-C "It Must Be the Neighbors," Texas State Department of Health
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- C "Unseen Enemies," Shell Film Libraries.

III

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES AND DISORDERS

Concept: Chronic and degenerative diseases and disorders and their effects on man have implications for the individual, the family, and the community.

LEVEL A

Subconcept: One should develop an understanding of chronic and degenerative health conditions, their prevalence and their influences on mental, physical, and social health.

- . Chronic and degenerative illnesses create a major health problem for all ages.
 - . Effects on the quality of life
 - . Effects on the length of life
- . Many chronic and degenerative illnesses can be controlled or eliminated through preventive techniques.

LEVEL B

Subconcept: Control and treatment of major chronic problems require cooperation of individuals and organizations.

- . Controlling chronic and degenerative diseases depends upon the individual's knowledge and response to early symptoms.
 - . Cancer
 - . Cardiovascular diseases
 - . Dental diseases
 - . Mental illness
 - . Respiratory diseases
- . National organizations as well as state and local organizations are working together to control chronic health problems.
- . Improved rehabilitation techniques have led to increased productivity in people with some chronic or degenerative diseases.

LEVEL C

Subconcept: There has been progress in research in the field of chronic and degenerative health conditions.

- . Scientific advances have brought improved treatment of some chronic diseases.
 - . Cancer
 - . Cardiovascular diseases
 - . Dental diseases
 - . Mental illness
 - . Respiratory diseases
- . The causes of several health problems remain unsolved, but research continues.
- . As solutions to unsolved health problems are found, other health problems emerge.

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES AND DISORDERS
 CONCEPT: Chronic and degenerative diseases and disorders and their effects upon man have implications for the individual, the family, and the community.

LEVEL <u>A</u> SUBCONCEPT: One should develop an understanding of chronic and degenerative health conditions, their prevalence and influences on mental, physical, and social health.			
CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural
• Chronic and degenerative illnesses create a major health problem for all ages.	What do the terms "chronic" diseases, "degenerative" disease, "inherited" disease mean?	.	Have a student committee research and compare for the class the leading causes of deaths in the United States in 1900 and at the present time. Have the results broken down by age groups. Discuss and analyze the results. Invite representatives from local health agencies to talk with the class about cause, prevention, and treatment of the more prominent chronic diseases in your area. If representatives are unavailable, have members of the class write the agencies for materials and information.
	In what ways are all chronic diseases similar?	.	
	How do chronic diseases differ from communicable diseases?	.	
	What were the most prevalent chronic diseases in the early 1900s?	.	
	.	.	
• Effects on the quality of life	How can the quality of life be improved?	.	As a class project have several students make a survey during the day on the prevalence of people at school who have allergies. To what are they allergic? Have the students report to the class the results of the survey.
	What conditions can decrease the quality of life?	.	
	What effect do chronic or degenerative diseases have on the quality of life?	.	
	How does dental disease affect the quality of life?	.	
	What diseases can be inherited?	.	

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES AND DISORDERS

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Effects on the length of life	What chronic diseases are common to young people?			Have the class prepare a list of chronic diseases that are associated with childhood. Discuss the recognition of symptoms and early treatment of each disease.
	What chronic diseases can be found in all age groups?			
	What emotional implications are associated with the occurrence of a chronic disease?			
			What environmental factors are associated with the occurrence of chronic diseases?	
				Divide the class into several buzz groups. Have each group select a chronic disease that a young person could have and discuss the adjustments that might be made to live a profitable life. Select one of the following: allergies, asthma, cerebral palsy, congenital heart defects, diabetes, dental disease, obesity, rheumatic fever.
	What are some conditions that can decrease the length of life?			
	What are the more common diseases of middle or later life?			
	What chronic and degenerative diseases are associated with old age?			
	What chronic disease is the leader in causes of death? Why is this true?			Have student committees preview and select appropriate films to show to the class on the development of cancer cells, their uncontrolled growth, and their spread to different parts of the body. The students should formulate questions and develop points for discussion to present to the entire class after the showing of the film.
	Why is it important to have early detection of the chronic and degenerative diseases?			
	What adjustments must a young person with a chronic disease make that will enable him to live a profitable life?			

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES AND DISORDERS

LEVEL A

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
	What are the warning signs of cancer?	.	Write a paragraph on "The Dangers of Sun Bathing." Have students read and discuss their paragraphs.
	Can cancer be cured?	.	
	What are the most effective ways of treating cancer?	.	Have students collect articles from the newspaper about cardiovascular diseases. The students may wish to include in the collection articles about people who have had heart attacks. A record covering the age and occupations of the people should be kept for several days. The student should analyze the findings. Discuss.
	What contributing factors are evident in cardiovascular diseases?	.	
	What is hardening of the arteries? How can it be prevented?	.	
	Why is obesity considered a chronic disease?	.	
	How can obesity be controlled?	.	
	.	.	Show an appropriate film on allergies, congenital heart defect or diabetes. Students should be given the opportunity to discuss the film after the showing.
	.	.	
	.	.	Divide the class into small groups for a buzz session. Assign each group the task of developing a list of emotions and reactions that a young person might have when discovering that a parent has a degenerative disease. After a designated period of time a member of each group will present the list to the class.
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BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES AND DISORDERS

LEVEL A

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Many chronic and degenerative illnesses can be controlled or eliminated through preventive techniques.	What effects will a chronic or degenerative disease have on the immediate family? What emotional adjustments must be made when a person has a chronic disease? Place the student in the position of a very personal, empathetic experience by means of an activity which attempts to answer the question: If I have a specific chronic disease (disease selected by the student), what kinds of adjustments must I make with family, with friends, with school, with recreation? And what kinds of adjustments can I reasonably expect others to make to me? Divide the class into small groups and assign to each group one or two chronic diseases for research on the symptoms and successful treatment of each. Have the groups plan a psycho-drama showing the impact of family involvement and the effect on the family when chronic or degenerative disease has been diagnosed by the physician. At the conclusion of the presentation by each group, the class should make observations and comments about the reactions of the different members of the family. Have students ask their parents, relatives, and friends whether they have had regular physical, dental, and vision examinations. Report to the class the percentage	

LEVEL A

that do have the examinations. Discuss the reasons some people do not have regular examinations.

Invite a physician to talk to the class on the subject, "What the Doctor Looks for in a Periodic Medical Examination." Tape and use visuals for later classes.

Invite a dentist to talk to the class on the dental examination and dental disease prevention.

If it is not possible for the physician or dentist to come to class, one or more students might interview each and report to class.

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES AND DISORDERS

CONCEPT: Chronic and degenerative diseases and disorders and their effects on man have implications for the individual, the family, and the community.

LEVEL B

SUBCONCEPT: Control and treatment of major chronic problems require cooperation of individuals and organizations.

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
Controlling chronic and degenerative diseases depends upon the individual's knowledge and response to early symptoms.	What should a person know about chronic and degenerative diseases that will assist in detecting them? .		Have students role-play a family situation in which a grandparent with a degenerative disease has arrived for an extended visit. The family members include father, mother, two teen-age daughters, one teen-age son, and one elementary school age son. To help the students have a better understanding of the grandparent's feelings, switch the roles after a designated period of time.
Cancer	What are the various types of cancer? Where does each occur most frequently?		Show appropriate films on the nature of cancer, its early detection, and treatment. Provide the opportunity for several students to preview the films before class. These students will formulate questions on how the information relates to the teen-ager and to everyday life. After showing the films to the class, have the students conduct class discussion.
- Abnormal cell growth - Benign - Malignant	How are the various types of cancer different? How are they similar?		
Contributing factors	What is the difference between a malignant and a benign growth?		
Degenerative changes of old age	What are conditions that could lead to cancer?		
Chronic inflammation			

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES AND DISORDERS

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Repeated injury - Repeated irritation - Spread of cancer - Infiltration - Metastasis - Seven warning signals - Unusual bleeding or discharge - A lump or thickening in the breast - A sore that does not heal - Changes in bowel or bladder habits - Hoarseness or cough - Indigestion or difficulty in swallowing - Change in size or color of a wart or mole - Detection - Study of family history	What is the difference between infiltration and metastasis? Why is it important that cancer be detected prior to or during the infiltration stage? What are the danger signs for cancer? Are all types of cancer painful in the early stages? Explain.	What is the difference between infiltration and metastasis? Why is it important that cancer be detected prior to or during the infiltration stage? What are the danger signs for cancer? Are all types of cancer painful in the early stages? Explain.	How does the discovery of cancer in the family affect the individual, other members of the family, and the community?	Divide the class into seven groups. Assign each group a topic from the following: - Normal cells - Cancer cells - Characteristics of cancer - Causes of cancer - The seven warning signals - Diagnosis and treatment of cancer - Cancer research The groups should collect information on their topics and report to the class. The report should be in the form of a poster, skit, radio broadcast, etc. Have students present a display showing the seven danger signals.

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES AND DISORDERS

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Complete physical examination - Breast examination - Laboratory test and X ray - Protoscopic - Biopsy - Pap smear test	What members of the health professions play a part in the detection of cancer? Why do we have such a high death rate from cervical cancer when we have had the Pap smear test since 1940?			Show film to girls on breast self-examination. Ask a physician to be present to answer pertinent questions. (This might be a school-wide activity.)
- Treatment - Surgery - Chemotherapy - Radiation	Can cancer be cured? How does early detection and treatment of cancer affect survival? How does radiation originate? What is radiation? What are its characteristics? How is radiation used to benefit man's health? What are the health hazards of treatment by radiation?			Have a student make an oral report on the history and development of the Pap smear test. Have students present to the class misconceptions about treatment for cancer that are presented in advertisements or printed material. Have a student interview a radiologist and report to the class on the positive and negative effects of radiation used in medicine.
X rays				Get pamphlet material from the American Medical Association on radiation, X rays, etc., to use as a basis for class discussion. A brief lecture by the teacher may be appropriate to provide a basis for understanding the

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES AND DISORDERS

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Contributing factors	How can heart diseases be prevented or lessened? What steps might a teen-ager take to help prevent heart disease now and in later life?			Have a student committee develop a panel discussion on risk reduction factors for heart attack. This should include diet, smoking, regular exercise, weight control, and control of high blood pressure. Material is available on these subjects from the local Heart Association.
- Heart danger signs - Treatment	How does exercise or the lack of it affect the heart? What are some symptoms of heart disease or defect? How are heart diseases and defects treated? Why is the rate of cardiovascular diseases increasing?			Arrange for several students to plan and present a panel discussion on the effects of exercise and rest on the rate of the heart beat. Suggest to members of the panel that they emphasize the differences in heart rates of people who participate regularly in physical activity and those who are more sedentary.
- Dental diseases - Common dental problems - Dental caries - Periodontal diseases - Malocclusion - Injuries - Influencing factors	What is the relationship between dental health and general health? What chronic disease do you probably have now? What is the leading nonfatal degenerative disease of young people? How does poor dental health affect other parts of the body?			Have the class list ten good dental habits. Divide the class into groups with each group presenting in a unique way different methods of applying good dental health habits in everyday life. Have students research and report on the number of 15- and 16-year-olds in Texas or the local community who have dental problems. Have students report on dentists' recommendations for combating these diseases.

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES AND DISORDERS

LEVEL B

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
• Prevention and treatment	Why is it necessary to replace lost teeth? How does halitosis caused by dental problems affect an individual's relationship with other people? Can the course of dental disease be altered more by the individual or by the dentist? What approach is ideal? Why is there a problem associated with ill-fitting dentures?		Divide the class into small groups. Assign each group the project of collecting advertisements on selected dental products. The groups should evaluate the claims of the product and present the information to the class by original presentations.
• Mental illness	How prevalent is mental illness in the nation? In Texas? In your community? How can one promote and maintain good mental health? How does the formation of sound habits contribute to the prevention of mental illness? What are some causes and results of emotional tension? What are some causes of hysteria, unreasonable fears, obsessions, compulsions, overwhelming anxiety, and morbid anxiety over health? Why is it important for a person to learn to accept reality? Where could a person go for help if he often experienced periods of extreme depression or elation? What is the relationship between drug abuse and mental illness? How does mental health differ from mental illness?		Have students research and report on the prevalence of mental illness in the nation, in Texas, and in your community. Have students research and report to class on where a person could go for help if he or some member of his family had a mental health problem.

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES AND DISORDERS

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Respiratory diseases - Types - Chronic bronchitis	- What are the leading chronic respiratory diseases? - What are the causes of chronic respiratory diseases? - What are the most common symptoms of chronic respiratory diseases? - How can chronic respiratory diseases be prevented?	Why have rates of chronic bronchitis and emphysema increased so dramatically during recent years?	Have several students research the number of reported cases of emphysema in different regions of the United States. Compare the number of smokers who have emphysema with the number of nonsmokers who have the disease. Have several students gather information on prominent people who have had asthma or chronic bronchitis and have overcome the disability. In reporting to the class, the students should emphasize the way the people were able to overcome the disability.	
- Emphysema - Asthma - Contributing factors	- What are the physical effects of emphysema? Emotional effects? - When the causes of asthma have been ascertained by a physician, what precautions can be taken to prevent asthma attacks? - What is the relationship between respiratory diseases and smoking? - What besides cigarette smoking is thought to be causing an increase in chronic bronchitis and emphysema?			
- Treatment - National organizations as well as state and local organizations are working together to control major chronic health problems.	- What are the latest recognized treatments for the respiratory diseases? - How are national, state, and local organizations working together in the treatment and control of cancer, cardiovascular disease, dental disease, and mental illness?			Ask various class committees to survey the services provided by federal, state, and local health organizations and present the information to the class in the form of a poster.

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES AND DISORDERS

LEVEL B

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural
Improved rehabilitation techniques have led to increased productivity in people with some chronic or degenerative diseases.	What medical advances have been made in treatment and prevention of cancer, cardiovascular disease, and mental illness in the past decade?	Have class committees gather information and material from the American Cancer Society, American Heart Association, and the National Association of Mental Health concerning the effort made toward combating each of the diseases. Present the information to the class in the form of a panel discussion--each panelist discussing the contributions of one health agency. Collect and distribute the health materials that are available through each agency.	Have various groups of students do research on the lives and contributions of outstanding people who have coped with serious health problems and have achieved success. Write and present a skit to the class on a segment of one person's life.
What rehabilitation techniques are utilized for different chronic and degenerative diseases?	How effective are the rehabilitation methods?	As a class project have a panel compare the rehabilitation techniques used in modern times. After the discussion, the class should be given the opportunity to make observations about the different methods.	

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES AND DISORDERS

CONCEPT: Chronic and degenerative diseases and disorders and their effects on man have implications for the individual, the family, and the community.

LEVEL C

SUBCONCEPT: There has been progress in research in the field of chronic and degenerative health conditions.

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
- Scientific advances have brought improved treatment of some chronic diseases. - Cancer	What medical advances have been made in the treatment of cancer?	Have class committees do research on medical advancements in the treatment of chronic diseases. Each committee should report to the class about the person or persons making the medical advancement possible and a short resume of the achievement.	
Cardiovascular diseases	What are the physical and moral implications involved in a heart transplant?	Show an appropriate film on the recent medical developments in combating heart disease and defect.	
Dental diseases	- What responsibilities will confront the physician that performs an organ transplant? What responsibilities confront the donor and the recipient? - What has research contributed toward improved treatment of dental disease?	- Invite a cardiologist and internist to speak to the class about the implications of organ transplants, especially the heart transplant. - Invite a panel of experts to talk to the class about recent scientific advances in the conquest of chronic diseases and about evaluation of the mass of information concerning continuing research.	
Mental illness	What factors contribute to society's attitude toward mental illness?	Contact the National Institute of Mental Health for information on recent research. Bring	

LEVEL C

III-18

SUGGESTED BIBLIOGRAPHY

- * Teacher source
 ** Student source

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A	** Bauer, W. W., et al. <u>Health for All, Book 7.</u> Scott, Foresman and Company.
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A	** Byrd, Oliver E., Elizabeth A. Neilson, and Virginia D. Moore. <u>Health 7.</u> Laidlaw Brothers Publishers.
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A	** Irwin, Leslie W., et al. <u>Foundations for Fitness.</u> Lyons and Carnahan, Inc.
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A	** Keith and Tommy Climb to a New Life. Eli Lilly and Company. (Diabetes)
A-B-C	* American Medical Association. <u>Today's Health Guide.</u> The Association.
A-B-C	* Blakeslee, Alton, and Jeremiah Stamler. <u>Your Heart Has Nine Lives.</u> Prentice Hall, Inc.
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Arthritis and Rheumatism Foundation, Western Republic Building, Austin, Texas.

Metropolitan Life Insurance Company, One Madison Avenue, New York, New York 10010.

National Foundation, 800 Second Avenue, New York, New York 10017.

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Cancer

American Cancer Society, 47 Beaver Street, New York, New York 10004.

American Cancer Society, Inc., 5014 Bullcreek Road, Austin, Texas.

National League for Nursing, Inc., 10 Columbus Circle, New York, New York 10016.

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Public Health Service, Public Inquiries Branch, Washington, D. C. 20025.

Texas State Department of Health, 100 West 49 Street Austin, Texas 78756.

Cerebral Palsy

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Children's Bureau, Washington, D. C. 20025.

United Cerebral Palsy Association, Inc., 321 West 44 Street, New York, New York 10036.

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U. S. Public Health Service, Division of Dental Health, 8120 Woodmont Avenue, Bethesda, Maryland 20014.

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Epilepsy

Epilepsy Foundation, 1419 H Street, NW, Washington, D. C. 20006.

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National Epilepsy League, 203 North Wabash Avenue, 22nd Floor, Chicago, Illinois 60601.

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Heart

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- A-B "High Blood Pressure," American Heart Association.
- A-B "Obesity," Encyclopedia Britannica Films.
- A-B "Prevention of Disability From Strokes," Health Film Associates.

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- A-B-C "Why Clean Your Teeth? " Texas State Department of Health.
- B "Cancer, " Encyclopedia Britannica Films.
- B "Congenital Heart Defects, " American Heart Association.
- B "Congestive Heart Failure, " American Heart Association.
- B "Coronary Heart Disease, " American Heart Association.
- B "Dentistry Through the Ages of Man, " Texas State Department of Health.
- B "From One Cell, " American Cancer Society, Texas Division.
- B "Investment in Life, " American Cancer Society, Texas Division.
- B "Sense in the Sun, " American Cancer Society, Texas Division.
- B-C "Diabetes and Its Long-Range Control, " Texas State Department of Health.
- B-C "The Embattled Cell, " American Cancer Society.
- B-C "Highlights of Heart Research, " DuArt Films.
- B-C "One in Sixteen Million, " National Medical Audiovisual Center (Arthritis).
- C "Heart Research News, " DuArt Film Laboratories.
- C "Heartbeat, " DuArt Film Laboratories.
- C "Twentieth Century Epidemic--Diseases of the Heart, " Texas Heart Association.

IV

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

Concept: Hazards arising from man's interaction with his environment affect his health and behavior.

LEVEL A

Subconcept: The nature of the environment in which man lives and his relationship to it are important to his health.

- . Different settings of man
 - . Rural
 - . Urban
 - . Suburban
 - . Migratory
- . Reasons for choosing different settings
 - . Family background
 - . Choice of career and life style
 - . Economics
- . Factors that determine the quality of life in any setting
 - . Economics
 - . Education
 - . Moral and ethical philosophy
- . Environmental problems of each setting
 - . Urban
 - . Rural
 - . Suburban

LEVEL B

Subconcept: Identifying environmental health problems is essential to the total health of the community.

- . Poverty
 - . Physical implications
 - . Mental and emotional implications
 - . Socio-cultural implications
- . Unemployment
 - . Causes
 - . Results
- . Education
 - . Job opportunities
 - . Earning power
 - . Societal demand
- . Delinquency and crime
 - . Reasons for increase
 - . Health implications to society and to the individual
- . Traffic congestion and accidents
- . Population explosion

- . Statistics
- . Causes
- . Effects
- . Water pollution
 - . Causes
 - . Effects
- . Air pollution
 - . Causes
 - . Effects

LEVEL C

Subconcept: Individual and social effort are necessary to overcome and prevent environmental and safety hazards.

- . Research into environmental problems
 - . Poverty
 - . Unemployment
 - . Education
 - . Delinquency and crime
 - . Traffic congestion and accidents
 - . Population explosion
 - . Water pollution
 - . Air pollution
- . Procedures for dealing with emergencies that arise from natural and human causes
 - . Nuclear disaster
 - . Civil disasters
 - . First aid and emergency care
 - . Medical self-help

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY
 CONCEPT: Hazards arising from man's interaction with his environment affect his health and safety.

LEVEL A
 SUBCONCEPT: The nature of the environment in which man lives and his relationship to it are important to his health.

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
- Different settings of man - Rural - Urban - Suburban	What are the advantages of living in a rural area? How does living differ in rural, urban, and suburban settings? What factors in each setting relate to health? Where are there other sub-areas in which one might live? Why are people shifting from one setting to another? Why are more people living in cities than before?	Have students relate prior visits to urban, rural, and suburban settings and describe the nature of each. Ask students who have lived in the area mentioned to present short reports. Take the class on a field trip through the different residential settings in your area. This should produce some ideas on health factors in the different environments. If a field trip is not possible, appropriate films or filmstrips may be used effectively as a basis for class discussion.	Have students relate prior visits to urban, rural, and suburban settings and describe the nature of each. Ask students who have lived in the area mentioned to present short reports. Take the class on a field trip through the different residential settings in your area. This should produce some ideas on health factors in the different environments. If a field trip is not possible, appropriate films or filmstrips may be used effectively as a basis for class discussion.
Migratory	What problems arise when a family moves from one setting to another? One region to another? Perhaps, one country to another?	In cooperation with the social science teacher, have a student secure information on migratory patterns of people within the United States. This could come in an interview with the social science teacher or in individual research. Have the student present the material to the class	In cooperation with the social science teacher, have a student secure information on migratory patterns of people within the United States. This could come in an interview with the social science teacher or in individual research. Have the student present the material to the class

LEVEL A

IV-4

LEVEL A

IV-5

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Air pollution	What particular situations in the school setting create noise pollution? In the home? At various jobs?	.	.	Create distractions in the classroom while the class does a routine written assignment. After their work is completed, review the effect of noise on quality of work, concentration, and tension level; discuss with class.
	How can a more desirable atmosphere for learning be established both at school and at home?	.	.	Have students conduct an experiment in which the hearing of several class members is tested with an audiometer before and after they are exposed to loud rock music in a small room for a period of time.
	How do modern life and the emphasis on mechanization add to noise pollution?	.	.	Have a group of students investigate which major cities of the United States and the world are plagued with air pollution. Have them report on those most affected, major causes of pollution there, and some things that are being done by government and industry to combat the pollution.
	What are some modern inventions and gadgets that have aided man but also act as sources of noise?	.	.	As a group, review your community's recreational program. Decide whether you feel it is adequate for the number of people and their needs.
	Are urban areas more affected by air pollution than other areas? If so, why?	.	.	Have a student interview the mayor or city recreation director concerning the community's plan for recreation. Report to class.
Inadequate recreational facilities and increased leisure time	What are some major cities doing to combat air pollution?	.	.	
	Do we have more leisure time than in the past? If so, why?	.	.	
	How can problems develop from increased leisure time? How do inadequate recreational facilities and activities affect individuals, families, and the community as a whole?	.	.	
	How can constructive leisure time activities be provided in a community lacking in facilities and money?	.	.	

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Poverty	Should school facilities, such as gyms, workshops and typing rooms, be open during "off hours" for the benefit of students or others in the community?			Appoint a committee to devise a plan that would provide adequate supervision of school facilities after school hours.
	How does wholesome recreation relieve boredom?			The committee might meet with an administration official to learn problems and possibilities in this area.
	What are some recreational activities in which you could participate now and for the rest of your life?			Invite a school official to class to discuss the possibilities and problems involved in opening school facilities before or after school hours.
	Are there advantages to unsupervised play? Supervised play? Discuss.			Conduct a symposium on "Increased Leisure: A Blessing or a Curse?"
Rural		What are some problems of the poor and disadvantaged?		Show films on problems of the city which depict the problems of the disadvantaged.
	What opportunities are available for success if one is born into poverty?			
	Why are people leaving the rural areas? Why are others moving into rural areas?			Invite your county agricultural agent to speak to the class about making a living on a farm or ranch today and living in a rural community.
	Why are there so few young adults in rural areas?			
Emigration of the young	What are the advantages and disadvantages of farming as an occupation? Of rural life in general?			Allow students to tell why members of their families or their friends have left or moved into rural areas.

LEVEL A

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
High cost of living	How can people become more involved in their community?	.	.	Invite a member of the Junior Chamber of Commerce to discuss the positive aspects of the community and why pride in it is desirable.
	How can the high cost of living that generally exists in suburbia relate to family and community health problems?	.	.	Assign a committee of students to report on how the cost of living index is figured, what it means and how it has changed in the last 15 years.
	How can individuals work toward stopping the rising cost of living?	.	.	Divide the class into buzz groups to discuss how reduction of living costs can be accomplished by an orderly and realistic approach to spending and borrowing money.
		.	.	Conduct a panel discussion on the importance of living within one's budget.
Social pressures	What social pressures exist in suburbia? Why? How can they be removed or reduced?	.	.	Through class discussion, point out examples of how people tend to imitate and try to outdo their neighbors.
	Can a person be popular without submitting to social pressure?	.	.	
	Is conformity an aid or hindrance to personality development?	.	.	
	What is meant by "keeping up with the Joneses"?	.	.	Class debate: "Are people status conscious?"
	How do social pressures affect one's health?	.	.	
	What are the reasons for absentee parents?	.	.	Invite a member of the local P-TA to visit the class and discuss the parent-child relationship during the junior high school years.

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

LEVEL A

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
	Physical What happens to the stability of the home when both parents are working? How is stress placed on members of the family under such circumstances? Mental-Emotional What are the possible consequences of absentee parents if this situation becomes chronic? Socio-Cultural	Conduct a role-playing session depicting a home where the parents are present and one in which the parents are absent a great deal of the time. Discuss the health implications.

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY
 CONCEPT: Hazards arising from man's interaction with his environment affect his health and behavior.

LEVEL B
 SUBCONCEPT: Identifying environmental health problems is essential to the total health of the community.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Poverty • Physical implications • Mental and emotional implications • Socio-cultural implications	• How widespread is poverty in the United States? How is poverty defined for statistical purposes? • What effects can poverty have on nutrition? • On medical care? • How might an individual be affected by the knowledge that he is poor? • How could he overcome feelings of frustration or inferiority? • What opportunities are available for success if one is born into poverty? • What can the poor or disadvantaged do for themselves? Do they need help from others? • Will there always be poor and disadvantaged people in the world? Explain your answer.	• Have students research and report on the prevalence of poverty in the United States. • Have a nutritionist discuss with the class the nutrition survey in Texas. (See bibliography.) • Have a committee interview a psychologist or social worker on the mental and emotional implications of poverty. • Invite a member of a philanthropic or charitable organization which works with the poor and disadvantaged to come to the class and talk about poverty problems. Follow with a question-answer period.		

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Unemployment - Causes	What are some causes of unemployment?	What are some possible undesirable results of unemployment? (Emphasize health-related results.)		Ask a member of the Texas Employment Commission to speak to the class about employment and unemployment problems.
Results				Through class discussion, develop interest in the topic; then assign oral reports on causes, outcomes, and related problems of unemployment.
Education	How does education or lack of it relate to environmental health?			Assign research reports on the place of education in society today. (The teacher must lay the foundation for understanding the importance of education in raising standards of living.)
Job opportunities	What effect does the extent of one's education have on his future?			Have a class debate on "Should One Finish High School?" It is extremely important that both sides of the issue are presented so that students can make their own judgments intelligently.
Earning power	Is there a need for having more than one vocation today?			Secure information from the Texas Employment Commission on the jobs open to individuals according to amount of education and technical training. Have class compare desirability of the jobs and earning power.

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Societal demand	What programs are offered for the unskilled, semiskilled or dropout? 			Invite an official of the local, state, or federal vocational guidance centers or school counselor to outline opportunities for education and training for the unskilled, semiskilled, or dropout.
- Delinquency and crime - Rising crime and its importance to society	What effects do delinquency and crime have on the individual and society? What problems can be traced to increased crime rates, particularly in the cities? 			Have a committee interview a member of the local law enforcement agency (preferably a person in an administrative position) on the problem of crime and delinquency in your community.
Health problems and crime	What social and environmental problems may lead to crime? Do prejudice and inequality influence delinquency and crime? 			Have students interview a sociologist or social worker and report on social and environmental factors that may lead to crime.
Traffic congestion and accidents	How can crime be related to health problems? Why is crime increasing among youth? Why is congestion a major problem in Texas? Why are traffic accidents a major health concern? At what particular times, places, and ages are accidents most likely to occur? 			Have students research and report to the class on the relationship of crime to health problems. Assign a student to interview local, county, or state traffic control personnel to get data on traffic accidents and use of roads today as compared to that of ten years ago. Have the student report to class on these findings. The safety and driver education teacher might also be a good source for such information.

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- The population explosion - Statistics - Causes - Decrease in the death rate - Decrease in infant and maternal mortality rates - Increase in life span	What are the physical, mental, and cultural implications of traffic congestion?	.	.	Have buzz session to come up with ideas on solutions for traffic congestion.
		.	.	Have a student write the National Safety Council for information concerning safety improvements both in automobiles and in highways.
		.	.	Invite the regional safety education representative from the Department of Public Safety to address the class on what the DPS does to promote safety.
	How do population figures of the United States and the world compare to those of 10 years ago, 60 years ago, and 100 years ago?	.	.	Have a student make a bar graph on paperboard or on an overhead transparency showing population figures by continent for the last 10, 60, and 100 years.
	By eliminating certain diseases, how has man created new problems? New diseases?	.	.	Make two lists on the board of diseases that were the major causes of death in 1900 and today. Discuss why they are different for the two periods.
	What are man's major health problems today? What were they in 1900?	.	.	Have a panel discussion on special problems of the aged in the home. This should include conflicts in getting along
	What is gerontology? What is geriatrics?	.	.	
	What are some special problems of the aged?	.	.	
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LEVEL B

Effects

. Food shortage

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Shortage of space and housing	How does the problem of adequate living space relate to one's health?	.	.	Assign a committee to report on various areas of the world where war is being waged or is imminent. Have the students try to learn whether any of the areas involved are considered to be overpopulated. Use buzz sessions to identify health-related problems in crowded areas.
	How do overcrowded conditions hamper human relations?	.	.	
	What is housing hygiene?	.	.	
	.	.	.	
	How do close quarters add to the possibility of communicable disease?	.	.	
	Do overcrowded conditions prevent the maintenance of good health practices in the home? Explain.	.	.	
	How do poor housing conditions create new health problems?	.	.	
	What health problems develop from vermin infestation?	.	.	
	.	.	.	
	.	.	.	
- Water pollution - Causes - Industrial wastes	Why is water pollution becoming an increasing problem nationally and statewide?	.	.	Invite a local sanitation engineer to discuss the problem of vermin in certain areas of the community and what can be done about them. Assign outside reading on the increasing problem of water pollution and then have students submit written reports on the topic. The teacher may then assemble and present the main ideas. Have a group of students interview the local sanitation engineer about local problems of water pollution.
	How do industrial plants pollute water normally used for drinking and recreation?	.	.	
	Is local industrial waste a problem?	.	.	
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LEVEL B

Atomic wastes

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Human illness	What health problems are related to the contamination of drinking water?	.	.	Have students make a bulletin board display about diseases related to unsafe drinking water. (Pamphlet materials are available from the State Department of Health.)
• Shortage of water suitable for human consumption	Where is there a drinking water shortage because of water pollution?	.	.	Have students research and report on instances where pollution has been blamed for a shortage of drinking water or destruction of marine life.
• Destruction of marine life	How is marine life destroyed by pollution? Where has this happened to a great extent?	.	.	
• Shortage of water suitable for human recreation	Where has water recreation been affected by pollution?	.	.	Have students take a water sample of their favorite water recreation area and have it tested by the State Department of Health.
• Pollution of soil and food crops	What is the effect of pesticides in fertilizer on water purity?	.	.	Invite the county agricultural agent to speak to the class on the various ways to apply pesticides to crops, which methods are most beneficial and most safe, potential dangers of pesticides, and present and proposed regulation of pesticides.
		.	.	Ask a member of the camera or photography club (or another student in class who can use a camera) to take some pictures of water pollution in the community. The class should then

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Air pollution - Causes - Industrial wastes				try to identify the source(s) of the pollution.
	What causes pollution in the air?	What is smog?		Write to the Texas Air Control Board for information concerning the problem of air control and pollution in Texas. Use this information as a basis for class discussion. Have several students report to the class about places they have visited where they have witnessed polluted air, how it affected them, known or possible causes of the pollution, and what might have been done about it. Assign students to report on laws passed at federal, state, and local levels to combat air pollution from vehicles. Assign reports on current research into the effects of atomic fallout from weapons tests. Have a student report orally on treaties between the great powers regarding nuclear testing and similar treaties that may be under negotiation.
	Which industries are most responsible for air pollution? Why is smog more common in some areas than in others?			
	What cities are especially plagued by smog?			
- Internal combustion wastes - Atomic wastes	How are geography and topography related to smog?			
	What is photochemical smog?			
	Why is air pollution a major problem?			
	How are some governmental agencies combatting air pollution from automobile exhaust?			
Atomic wastes	Have nuclear weapons tests by various nations affected the purity of the air?			Assign reports on current research into the effects of atomic fallout from weapons tests. Have a student report orally on treaties between the great powers regarding nuclear testing and similar treaties that may be under negotiation.
	Have nations other than the United States agreed to conduct atomic weapons tests underground?			

LEVEL B

124

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Education	What can be done to close the gap that exists between the educationally competent and incompetent?	.	.	Have buzz sessions to discuss how people might develop self-discipline for good health and safety practices.
	How does education aid man in the present and in the future?	.	.	
	What can be done to motivate the unmotivated?	.	.	
	What can be done to alleviate the problems of crime and delinquency?	.	.	
• Delinquency and crime		.	.	Encourage participation in school activities. Organize clubs and groups for the less gifted, less artistic students. Give responsibility to those students bordering on crime or delinquency.
	What are some personality and social factors that may lead a young person in to crime? How might a teen-ager be helped to avoid a life of crime?	.	.	
	What family or environmental problems might cause a young person to commit a crime?	.	.	
	What can be done to educate youth in your community to prevent crime?	.	.	
	How effective is peer group influence on crime prevention among youth?	.	.	
	Is respect for law and order important to maintaining stability in our society? Discuss.	.	.	
		.	.	Have students write the Texas Youth Conference, 1305 San Antonio Street, Austin, Texas 78701, for information on youth development and law enforcement.

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

CONCEPT: Hazards arising from man's interaction with his environment affect his health and behavior.

LEVEL C

SUBCONCEPT: Individual and social effort is necessary to overcome and prevent environmental and safety hazards.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Research into environmental problems • Poverty	• • • • •	• • • • •		
	• Governmental action	What steps have been taken and are being taken by federal, state, and local governments to deal with health problems as they are related to poverty? What is the U. S. Office of Economic Opportunity? What are some of its agencies whose purpose is to help the poor meet their health needs?	Assign reports on various federal, state, and local agencies that deal with health problems of the poor.	
• Medical services	• • • • •	• • • • •	Invite an official of the regional Comprehensive Health Planning Agency to speak to the class on the many needs of the poor, how some of these are being met, and how teen-agers can help. One of these officials may be found through the local mayor or county judge.	
	• Housing needs	What can be done to attack and solve problems of poor living conditions of various groups of society? (Focus on your own area if such problems exist.) Why is city planning necessary? • • • • • • • •	Have the class make a checklist of essentials for a suitable dwelling. Have students secure a copy of the city's housing code and discuss its value. Show two films, one depicting a region or country where there is adequate housing and space	

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Nutritional needs	.	.	.	and one depicting opposite conditions. Compare problems of each. This project may be done in cooperation with the social studies teacher.
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	.	.	.	Assign a student to report to the class on "The Sea as a Source of Food." Follow with a question-answer session.
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	What are some ways we can solve our food problems on an international, national and local scale?	.	.	Write to the School Lunch Division, Texas Education Agency, for a report on the Texas Nutritional Survey.
	What are some indications that the food quest will become an increasing problem?	.	.	
	What were the results of the Texas Nutritional Survey?	.	.	
	.	.	.	If possible, conduct a field trip through a modern food processing plant. Beforehand, have the class prepare some specific questions about food production, preservation and processing to ask during the tour.
	How can mass production methods be used successfully in industry to help make more food available to man?	.	.	
	How has food technology improved the quality of processed food?	.	.	
	.	.	.	Invite a soil conservationist or county agricultural agent to speak to the class on agricultural research to improve the quality and quantity of food products. A student might interview one of these officials for the information and report to the class.
	How can crop quality and quantity be improved? What research in the field is being conducted in Texas?	.	.	
	What is now being done to get more production from land?	.	.	
	What role do federal and state agencies play in the quality and quantity of food available for the U. S. population?	.	.	
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BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Unemployment	What is being done in your community and in Texas to fight unemployment?	.	.	Have two or three students interview the director of the local Texas Employment Commission office to learn what is being done to help train and place the unemployed.
• Education	To what extent do sociologists and social workers believe education influences employment status?	.	.	Have students collect current newspaper and magazine articles concerning the effects of education on employment of individuals and use as the basis for reports.
• Delinquency and crime	How does the philosophy of education change with changing national attitudes? Is emphasis in education different from what it was in 1950, 1960? Why or why not?	.	.	Have a committee research and report orally on changes in educational emphasis since the launch of Soviet Sputnik I.
	What can teen-agers do to help fight delinquency and crime?	.	.	Ask a local lawyer or judge to speak to the class, or have students interview him and report to the class, on what is being done to combat delinquency and crime, what else needs to be done, and, specifically, what teen-agers can do to help.
	How effective are teen juries for youthful lawbreakers?	.	.	
	What legal and social aid is available to the youthful lawbreaker?	.	.	
	What is the local district attorney's policy concerning first-time offenders?	.	.	Display a map of the interstate highway system. The teacher may recall travel experiences before the system was begun, and students may describe trips on the present system.
• Traffic congestion and accidents	How are highway engineers and airport planners meeting the problem of congestion?	.	.	
	Do freeways and turnpikes add to or detract from congestion?	.	.	
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BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Population explosion	What recent safety devices have been included in automobiles to aid passenger safety?	.	.	Assign several students to contrast automobile construction in the last 15 years.
	Who is Ralph Nader? What role has he played in safety developments in the automobile industry?	.	.	Form buzz sessions to discuss how safety can be made meaningful to individuals.
	Why is safety difficult to "sell" and practice?	.	.	Have a student interview the driver education teacher for statistics on the effect of driver education on the accident rate.
	What effect does driver education have on the accident rate? Why do those who have had driver education get lower automobile insurance rates in Texas?	.	.	Have three groups of students report on the roles of highways, automobiles, and drivers in preventing accidents.
	How does the driver's behavior influence traffic congestion and accidents?	.	.	Form a symposium to express opinions on population control. Assign some background reading prior to symposium so that students will have something meaningful to contribute. A class discussion should follow.
	How can we increase the rate of food and materials production to meet the ever increasing population needs?	.	.	Have a four-man debate on the question: Can science and technology solve the world's population problem?
	What checks do we have on population growth? Is legislation the answer? Explain.	.	.	Open discussion should follow the two learning experiences suggested.
	Can science and technology solve the world's population problem?	.	.	
	What is the responsibility of the individual in solving the problems of population growth?	.	.	
	What can be done to attack and solve problems relating to poor living conditions of various groups in our society?	.	.	

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Water pollution	What can be done to maintain our safe drinking water supplies?	.		Show film on how to prevent and eradicate water pollution problems. Use the film as a point of reference in class discussion.
	.	.		Assign a student to find out and report to the class any positive steps being taken by your community to combat water pollution.
	.	.		Interview the city sanitation director to determine the nature of the local sewage treatment system and report to class.
	Where does your community obtain its drinking water?	.		Have students write a paper contrasting sanitation practices of today with those of a century ago. Include increasing needs of the future.
	What does "state approved" mean? Is your community's water supply state approved?	.		Take students on a tour of local water treatment facilities.
	How is the sewage from your community treated?	.		Take students on a tour of a nearby flood-control dam and find out conditions in which it holds or releases water, its recreational offerings, etc.
	How do streams purify themselves?	.		Have students investigate various methods of desalinization of water.
	How is it possible to use the same water over and over?	.		
	Is there a water shortage in the community? If so, what sources are available for supplying additional water?	.		
	How would one go about having a private water supply analyzed?	.		
	Are sufficient bodies of water available in the community for swimming, boating, fishing and other recreational purposes, as well as for irrigation? How can this be determined?	.		
	What are some new methods of obtaining drinking water?	.		

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Air pollution	What is desalinization?	.	.	Select a country or state that has a serious water shortage or water pollution. Have students write or present orally reports on the problems and attempts being made to solve them.
	What is the individual's responsibility in the control of air pollution? What is the responsibility of industry?	.	.	Have students write essays on what each person can do to fight air pollution.
	What are the provisions of the Clean Air Act of 1963, which gives the federal government improved methods of helping local and state agencies control air pollution?	.	.	Have a student report to the class the provisions of the Clean Air Act of 1963. Follow with class discussion.
	What are the latest developments in the control of air pollution in the area of transportation?	.	.	Have a group of students make oral reports on recent developments in the manufacture of antipollution exhaust systems on automobiles.
	.	.	.	Show a film from the Department of Health, Education, and Welfare on air pollution.
	.	.	.	Have several students write to the National Air Pollution Control Administration, Department of Health, Education, and Welfare, 801 North Randolph Street, Arlington, Virginia 22203, for information on the effects and control of air pollution. Use this material for a bulletin board or as a basis for oral reports or class discussion.

LEVEL C

IV-29

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Emergence from fallout shelter	What supplies should be included in a well-equipped shelter?	.	.	requirements and other information on protection from radiation. Also secure pamphlet material on the work of the state radio-logical program.
	What is the national Civil Defense program?	.	.	Have students determine the status of the local Civil Defense program.
	What provisions have been made in your community for Civil Defense against nuclear attack?	.	.	
	What are your community's warning signals?	.	.	
	What is the National Shelter Program?	.	.	Show film, "Occupying a Shelter," and discuss with class.
- Civil disasters - Floods and hurricanes - Tornadoes - Major fires - Transportation accidents	How does one determine when to leave a shelter?	.	.	Have students survey your school and community for fallout shelter sites, stored supplies, and designated plans of action.
	What are some basic needs to be satisfied after life in a shelter?	.	.	
	What is the role of the Red Cross in aiding disaster victims?	.	.	Secure material about disaster procedures from the Office of Civil Defense; the American National Red Cross; the American Medical Association; or the Division of Adult and Continuing Education, Texas Education Agency.
	How is the National Guard mobilized in a disaster area?	.	.	
	What is your city's disaster plan?	.	.	
	What is your school's disaster plan?	.	.	
	What is the local hospital's disaster plan?	.	.	
	What other volunteer organizations besides the Red Cross commonly aid in disasters?	.	.	
	How do state and federal governments aid victims of disasters?	.	.	
	What does it mean when the governor or president declares an area a disaster area?	.	.	
	What emergency supplies are needed?	.	.	

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- First aid and emergency care - Definition and purpose of first aid - General procedures in handling emergencies - Common emergencies - Stopping bleeding - Treating and preventing shock - Identifying and treating burns - Cleaning wounds and preventing infection - Caring for poison victims - Caring for fall victims	What are some precautions after a civil disaster? What are some suggested procedures for protection from tornadoes and hurricanes? What is first aid? Who should administer first aid? What are the steps to be taken by the first aider when comforting a sick or injured person? What are some common emergencies? How does one stop bleeding? What is a tourniquet? Why is it so dangerous? What is shock? Can the first aider prevent it? Treat it? What should a person do in the case of a burn? first degree? second degree? third degree? How are different degrees of burns recognized? How should a wound be cleaned? What are the signs and symptoms of infection? Where can one get proper information about the treatment of poison victims? What information is needed in telling someone about poisoning? What is the universal antidote? What is a poison control center? What is its function? What are conditions a person should look for in a person who has had a fall?			Use buzz sessions or brainstorming to answer basic questions about first aid and use these to develop a sound philosophy of first aid and emergency care. Invite a Red Cross instructor or a teacher trained in first aid to address the class and demonstrate some of the proper techniques in administering first aid. Laboratory practice of proper techniques by each pupil. NOTE: Since proper first aid and emergency care is standard, instruction must be primarily lecture-demonstration-practice. Incidental first aid can often be taught when an accident occurs.

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

LEVEL C

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
• Stoppage of breathing (including apparent drowning)	What are some considerations in handling and treating those who have had a fall? How should the injured be transported?	.	
	What are the signs that breathing has stopped?	.	
	What is cyanosis?	.	
	What are the proper steps in applying artificial respiration by the back pressure-arm lift method? What is the proper technique for mouth-to-mouth resuscitation?	.	
	What are the advantages of mouth-to-mouth resuscitation?	.	
• Care of broken and lost teeth	What is an Air-way? Why is it dangerous for a first aider to use?	.	
	What should be done to aid the dentist with restoration of broken or fractured teeth?	.	Invite a dentist to speak or have a student committee interview a dentist on how to care for broken and lost teeth as a first aid measure.
	.	.	
	.	.	
	.	.	
• Care of skeletal fractures • Unconsciousness • Medical self-help	How do you determine if a person is unconscious?	.	
	What is medical self-help?	.	The teacher should secure a medical self-help kit from the State Department of Health and present the lessons to the class.
	When is medical self-help recommended?	.	
	.	.	
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BASIC AREA: COMMUNITY HEALTH

Concept: Community health involves individual responsibility and group cooperation.

LEVEL A

Subconcept: The health of a community is dependent upon each individual's accepting his role in the understanding, promotion, and maintenance of health.

- . How an individual feels about health and the health of the community is dependent upon many factors.
 - . His health knowledge
 - . The health and the cooperation of his family and his peer group
 - . His personal attitudes and beliefs relating to health
 - . His actions and his acceptance of personal responsibilities regarding health
- . Educating young people and adults to participate in the development of a healthful community is essential.
 - . The role of the schools
 - . The role of the citizen
 - . The joint role of all segments of the society
- . Professional personnel and their respective professional associates make contributions to the health of a community.
 - . Physicians (M. D. , D. O. , D. D. S.)--General practice and specialists
 - . Local and county professional societies
 - . State and national professional associations
 - . Voluntary agencies
- . Available health care centers must be a part of every healthful community.
 - . Solo and/or group practice facilities
 - . City and/or county hospitals
 - . Private hospitals
 - . Nursing homes
 - . State hospitals
 - . Local and state health departments (These are to be covered in detail in the content for the next level.)

LEVEL B

Subconcept: Health problems are partially solved at the community level. It is through the joint efforts of many official and nonofficial health agencies that all communities have the opportunity to raise health standards.

- . Agencies, financed through taxation, are essential for the health and well-being of all persons of all communities.

- . City and county health departments
- . State health departments, divisions, and personnel
- . The team of local and state agencies
- . Federal agencies
- . Voluntary health agencies provide a great volume of material on specific diseases. (To be discussed in detail in level C)
- . There are many organizations which have as a part of their objectives health services for individuals and communities.
 - . Youth organizations
 - . Civic organizations: Lions, Rotary, etc.
 - . Chambers of Commerce
 - . Religious organizations
 - . Fraternal lodges
 - . Nonprofit organizations
- . Industry-related and commercial organizations provide many services which contribute to individual and national health.
 - . Health information
 - . Health programs as teaching aids

LEVEL C

Subconcept: Agencies which have as their primary objective the promotion and maintenance of health do not follow the same organizational pattern; therefore, their functions are varied.

- . Specific research, information, and aid is provided by a vast array of voluntary health agencies.
- . State and national foundations have been set up to provide assistance in many areas of individual and community health.
 - . Financial aid for research for specific diseases and for specific fields of medicine
 - . Information and assistance in solving health problems
- . International health agencies play a more important role in individual and community health than ever before.

BASIC AREA: COMMUNITY HEALTH

CONCEPT: Community health involves individual responsibility and group cooperation.

LEVEL A

SUBCONCEPT: The health of a community is dependent upon each individual's accepting his role in the understanding, promotion, and maintenance of health.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
	Physical	
	Mental-Emotional	
	Socio-Cultural	
- How an individual feels about health and the health of the community is dependent upon many factors. - His health knowledge - The health and the cooperation of his family and his peer group - His personal attitudes and beliefs relating to health	- How many different ways is the word "community" used? - What does the word "community" mean? - What are the most basic and fundamental facts one needs to know about health? - How can life styles affect family and community health? And how can such patterns serve as an aid to better health for all? - How can junior high school boys and girls make contributions for better community health? - What are some of the ways in which a junior high school student can help his family to develop a more healthful home environment? - If only a few young people are in poor health, and if only a few families do not practice healthful living, what are some of the results which could be felt by the entire community? - What is meant by the statement that a community is only as healthy as the individuals who make up the community? - What is the individual's responsibility to community health?	Divide the class into four groups. Give each group one of the following topics to discuss. They should write the major points to present to the class their ideas. - What must a young person know and do to make an individual contribution to community health? - What must a family know and do to make a worthwhile contribution to community health? - What should community leaders know and do to promote community health? - What are some of the ways in which young people, families, and community leaders can work together to promote and maintain a healthful community? Have the students devise a project in which they can lead the community in gaining health knowledge, and in putting such knowledge into practice. Such projects would be determined by the needs and interests of the individual community. Example: "Immunizations for All." The

LEVEL A

V-4

LEVEL A

145

BASIC AREA: COMMUNITY HEALTH

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Physicians (M. D., D. O., D. S.)--General practice and specialists - Local and county professional societies - State and national professional associations - Voluntary agencies	Aside from caring for the physical needs of people, how can physicians contribute to the health of a community? How can the efforts of groups of physicians help a community, a school, a family, an individual? What is the best way to select a family physician? What is an M. D., D. O., D. S.? In order for the general practitioner to attend to the health needs of his patients, how many other paramedical professions will he call upon for help and assistance? What contributions does the dental association make to community health? Who are the other members of the health team?			Assign a group to explore ways the local medical society can assist in selecting a physician. Report to class. After discussing the content regarding professional personnel and health care centers, assign individuals or small groups to investigate the following topics as they relate to their own community, and report the findings to the class, with any necessary suggestions for improvement, or indications where supply is lacking: - Compare the number of physicians of general practice with the number of people in the community to see if adequate health care is available. - What specialists in the field of medicine does your community have and which ones are needed? - Interview the president of one of the local professional societies to learn about current projects it is sponsoring to aid the health of the community. Ask how young people could assist in such projects.
- Available health care centers must be a part of every healthful community - Solo and/or group practice facilities - City and/or county hospitals	Of what should your local hospital consist in order to fulfill the needs of the community? How does a family make plans for hospital care and the selection of a hospital? How should a family select a voluntary health insurance program? How would one know what type of hospital to use for various health needs?			
- Private hospitals - Nursing homes - State hospitals	How would a family select a nursing home for an elderly member of the family? What procedures are used for getting a person into a state school for the mentally retarded, or a state hospital for the mentally ill? What are the current emergency care facilities of your local hospital?			

BASIC AREA: COMMUNITY HEALTH

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Local and state health departments (These are to be covered in detail in the content for the next level.)	What information and services does the health department provide you, your community, and your state? Who is eligible to receive such care?			- Interview the administrator of a local hospital about facilities available and services provided. Investigate how the hospital is financed. - What information and services does the local health department provide you and your family? How can young people help to get more adults to avail themselves of such services? - Investigate to see what allied health professions are in need of more prepared personnel, and what preparation is needed.
				Invite president of local medical society to discuss responsibilities to community health.

BASIC AREA: COMMUNITY HEALTH
 CONCEPT: Community health involves individual responsibility and group cooperation.

LEVEL B

SUBCONCEPT: Health problems are partially solved at the community level. It is through the joint efforts of many official and nonofficial health agencies that all communities have the opportunity to raise health standards.

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
- Agencies, financed through taxation, are essential for the health and well being of all persons of all communities. - City and county health departments - State health departments, divisions, and personnel - The team of local and state agencies	What basic functions should a city or county health department perform? How does State Department of Health aid vary in certain parts of the state?	Why is it necessary for the SHD to have many divisions? How do such divisions function within a state or community? How does the State Department of Health work in your community? How does public health differ from school health? In what ways could individuals, families, and communities benefit if they understood more of the operation of their health departments?	Have a small committee of students investigate their local health department to learn the function of such a department. Or, if possible, take students on a field trip there. If there are students from other states or other communities in the classroom, ask them to write for information about the health departments in the areas from which they have come and tell the class about them. Then make comparisons of the many ways in which services are provided by different states or cities. Analyze why the services differ.

BASIC AREA: COMMUNITY HEALTH

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Department of Public Safety • Local police and fire departments • Department of Mental Health and Mental Retardation • State agencies for specific health problems (e.g., the Commission on Alcoholism) • City recreation departments • Department of Public Welfare • Federal agencies • Department of Health, Education, and Welfare • Department of Justice (drug control) • Department of Labor • Department of Agriculture	• • What emergency health procedures are provided by the police and fire departments? • • What are the objectives of the Department of Mental Health and Mental Retardation? •</			

BASIC AREA: COMMUNITY HEALTH

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Voluntary health agencies provide a great volume of material on specific diseases. (To be discussed in detail in Level C)	Is there a need for a separate organization for each disease? Why or why not? Is there a need for a national, state, or local organization for dental diseases? Why? What other health problems would benefit from the formation of a voluntary health agency?			Provide the class with a list of the National Voluntary Health Agencies. Follow this with a list of the state agencies corresponding to these national ones. Then have the students find out which agencies have local offices in their area, and why.
- There are many organizations which have as a part of their objectives health services for individuals and communities. - Youth organizations	What are the youth organizations in your community? Which others do you feel are needed? Why?	What are some of the health services of these groups? Why do they perform them?		Have the students make a thorough investigation of all the youth and adult organizations, clubs and lodges in the community. Follow this with assigning each student one of the organizations to interview the president or sponsor to learn of any projects pertaining to individual or community health.
- Civic organizations: Lions, Rotary, etc. - Chambers of Commerce - Religious organizations - Fraternal lodges	Why are adult civic organizations concerned about the health of the members of their community? Would a particular religious organization, fraternal lodge, or nonprofit organization approach health services in one area of the state or nation in a certain way, and others elsewhere in another way?			What organizations does your community not have that would be very beneficial to the members of the community or certain aspects of the community? Attempt to find out why such organizations do not exist. If there are not any active youth organizations, discover ways in which you could, as a group, help to form the needed organizations.
Nonprofit organizations	How and why did Alcoholics Anonymous become organized, and how has it expanded its services in the past 20 years? Why are other organizations being formed to help people in similar ways with various problems affecting individual and community health?			Have one or more students tell the class about Al-Anon, Alateen, and Alatot.

LEVEL B

Distribute to the class materials you (the teacher) have ordered from companies which distribute health information. Have the students evaluate the information from the various companies.

BASIC AREA: COMMUNITY HEALTH
 CONCEPT: Community health involves individual responsibility and group cooperation.

LEVEL <u>C</u>		
SUBCONCEPT: Agencies which have as their primary objective the promotion and maintenance of health do not all follow the same organizational pattern; therefore, their functions are varied.		
CONTENT	MOTIVATING QUESTIONS	
	Physical	Socio-Cultural
Specific research, information, and aid is provided by a vast array of voluntary health agencies. State and national foundations have been set up to provide assistance in many areas of individual and community health.	What are the names of the major voluntary health agencies in the United States? Should such agencies all be under the control of the Department of Health, Education and Welfare? For many specific diseases, there exists more than one voluntary agency. Why do you feel this was necessary, or was it? What is the purpose of the United Fund? The Community Chest? Would a national organization concerned with dental health be good for our nation? Explain your reasons pro and con. What contributions, other than money, could young people offer to such agencies? Of what value would such contributions be, not only to the agency, but also to the individual? If official and voluntary health agencies already exist, why is there need for health foundations? What is a foundation? How does it differ from a voluntary agency?	Using a list of the National Voluntary Health Agencies, check to see which ones have offices in your state and county or community? Have students investigate several national, state, and local agencies to learn: - Objectives - Services - Operation - How an individual can avail himself of their services - How an individual can contribute to the agencies' operation - Why it would be beneficial to be aware of the agencies - What the agencies have done for the health of the community

BASIC AREA: COMMUNITY HEALTH

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Financial aid for research for specific diseases and for specific fields of medicine - Information and assistance in solving health problems	What type of information do these foundations distribute? How is this material passed on to the people?	What type of information do these foundations distribute? How is this material passed on to the people?		Investigate your state to learn of the outstanding foundations which operate for the betterment of health. There are many national foundations, but Texas is unique in that it has some foundations that other states do not have. What are they, how were they formed, and what is their purpose and function? Assign different students to research and interview and to share with the class their findings.
International health agencies play a more important role in individual and community health than ever before.	What does international travel have to do with international health? What effect does the space age have on an individual and a community? What is the World Health Organization (WHO) and what is its function and purpose? What does the WHO mean to the individual in terms of protecting his health?	What does international travel have to do with international health? What effect does the space age have on an individual and a community? What is the World Health Organization (WHO) and what is its function and purpose? What does the WHO mean to the individual in terms of protecting his health?		Have a class discussion on the changes which have taken place in travel and health from the time of Columbus to this space age. What changes have taken place in the past 25 years that have had a great impact on community health?

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VI

BASIC AREA: GROWTH AND DEVELOPMENT

Concept: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns, yet are unique for each individual.

LEVEL A

Subconcept: Early adolescence is a period of rapid physical and emotional changes, which place emotional demands upon and create emotional reactions in the individual.

- . Early adolescence is a period of rapid physical change.
 - . Areas of change
 - . Differences in growth
 - . Factors influencing individual differences in growth
- . Early adolescence is a period of emotional change.
 - . Nature of change
 - . Individual differences
 - . Factors influencing emotional and social differences
- . The individual must understand the factors that influence personality development.
 - . Definition of personality
 - . Influences on personality development

LEVEL B

Subconcept: There is a strong interrelationship between the physical, mental, emotional, and social aspects of growth and development.

- . Personality development reflects the interrelationship between the phases of general growth and development.
 - . Personal appearance
 - . Hereditary traits
 - . Self-image
 - . Respect
- . Behavior is personality in action.
 - . Mental health
 - . Relationship to self and to others
 - . Mental adjustment mechanisms

LEVEL C

Subconcept: Mental and emotional disturbances are evidence that personality is in trouble and needs help.

- . Individuals have problems they find difficult to understand and resolve.
 - . Problems that affect mental and emotional health
 - . Reactions to disorders
- . Resources for intervention are available for persons and families affected by mental and emotional disturbances.
 - . Local
 - . Regional
 - . State

CONCEPT: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns, yet are unique for each individual.

SUBCONCEPT: Early adolescence is a period of rapid physical and emotional changes, which place emotional demands upon and create emotional reactions in the individual.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Early adolescence is a period of rapid physical change. • Areas of change • Height and weight • Strength and coordination • Circulation, respiration, and digestion • Puberty • Primary characteristics • Secondary characteristics • Body shape • Dentition	What is the nature of the changes that occur at the onset of adolescence? What adjustments are necessitated by physical changes? What is dentition? What are some of the problems related to malformed and malpositioned teeth? How can these problems of malformation and malposition be resolved?	What are socio-economic and cultural influences on these changes?	Consult parents or school records and let the class members keep a chart of their growth in height and weight over the previous several years. Let class compare photos of themselves taken over intervals of time, and discuss the nature of physical changes. Have class reports on characteristics of different stages of growth (1-6, 6-10, 10-14, etc.). Divide class into buzz groups to discuss ways individuals can learn to accept and adjust to their growth patterns. Have a committee prepare transparencies of growth charts for both the boys and the girls of the committee and present them to the class for discussion. Have a dentist speak to the class about problems associated with the formation and positioning of teeth and later implications, such as malocclusion and facial disharmony.	

BASIC AREA: GROWTH AND DEVELOPMENT

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Differences in growth - Between sexes	When does the growth spurt occur in boys and girls? What are the differences between boys and girls as to when the growth spurt starts and how long it lasts?	What adjustments must be made to these differences in rate of growth and development?	What are some of the socioeconomic, cultural and ethnic influences affecting the pattern and rate of growth? How do they affect patterns of growth?	Show class charts of normal ranges of height and weight for particular ages.
Between individuals	What is the pattern of growth for each individual? Why is the pattern of growth not the same for all persons?	Should an individual learn to accept his own pattern of growth as normal for him? Why? Why not?	Let each student make a chart of his own pattern of growth in height and weight, getting information from doctors, school records, and parents. Have students research and report on what normal growth is. Ask the class to collect evidence that: - Growth is irregular. - Each boy and girl grows at his or her own rate. - Girls and boys don't grow at the same rate at a given age. Have them write short essays on their findings.	
Early and late maturers	What are some signs of maturity (development of teeth, face, bones of the wrist)?	What are some of the signs that would indicate one's level of emotional and mental maturity?		

BASIC AREA: GROWTH AND DEVELOPMENT

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Unevenness of growth of different body parts	What are some of the physical characteristics of early and late maturers? What are some of the differences in growth of the bones, heart, limbs, appendages, lungs, stomach, etc. When do the slow growers catch up?	What emotional adjustments are important in learning to cope with the uneven growth of certain body parts, e.g., rapid lengthening of arms and legs, slower growth of the heart, etc.?		Show the class some transparencies or X-ray photos of wrist and hand bones at certain ages. Show the class X-ray films of different stages of dentition. Have a student report on the development of teeth and facial structures as indicators of maturity.
- Factors influencing individual differences in growth - Heredity	What are the basic principles of heredity? What is the effect of heredity on body build, rate of maturing, etc.? How does heredity affect the rate and pattern of growth?	What is the importance of accepting inherited traits as something that can or can't be changed?	What is social maturity? What types of behavior are indications of social maturity?	Have panel discussion on such topics as adolescent awkwardness, laziness, apparent fatigue, etc., emphasizing the relationship between these characteristics and the fact that all organs and structures of the body do not grow at the same rate. Have class list the characteristics important to growth that can't be influenced by environment. Show film on the mechanics of heredity, and follow this with a class discussion. Divide class into buzz groups and let each one develop a list of signs of emotional and/or social maturity. Discuss with the class.

BASIC AREA: GROWTH AND DEVELOPMENT

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Socio-economic and cultural factors		What influence might socio-economic or cultural factors have on growth patterns?		Have class write an essay on how socio-economic or cultural factors might influence their growth patterns.
Nutrition	What foods are necessary for normal growth? How do certain foods influence growth?	How does nutrition influence mental performance? Behavior? How may attitudes about food influence growth?		If possible, conduct experiments with animals to discover the relationship of certain foods to growth. Have a committee examine the latest research on the relationship of nutrition to mental performance.
Endocrine glands		How might different economic and cultural backgrounds influence diet and other factors in growth? What influence does poverty have on growth patterns?		Ask the class to look for studies conducted in other countries on nutrition and growth and write paragraphs summarizing them. Show film on work of endocrine glands and discuss the implications for growth. Have outlined human figure on chart, showing location of endocrine glands. Use chart in discussing film. Assign individual reports on problems related to malfunction of these glands.

BASIC AREA: GROWTH AND DEVELOPMENT

LEVEL A

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional	
Sleep, rest, exercise	- What is the relationship between sleep, rest, exercise, and growth? - How is sleep related to metabolic changes? - What are some of the values of regular exercise as a means of promoting growth and development?		- Have class research and report on the effects of fatigue, lack of exercise, etc., on growth. - Ask a school nurse or other qualified person to compare the blood pressure and pulse of a conditioned athlete to those of a nonconditioned student after each runs up and down a flight of stairs. Discuss the results and implications.
Illness, accidents, birth defects, deformities, etc.	- What are some of the major effects of illness, defects, and deformities? - What problems do individuals have in accepting and adjusting to such handicapping conditions?		- Have a panel discussion on the contributions of exercise to mental-emotional and social growth and development. - Assign oral reports on special illnesses, such as rheumatic fever and polio, and ask individuals to show how they affect growth.
Early adolescence is a period of emotional change.	What are some manifestations of emotional changes (physical signs, "crushes," mood fluctuations, consideration of others)?		Have a panel discussion on "Indications of Emotional Growth."
Nature of change	What is an emotion?		Show a film on emotional development.

BASIC AREA: GROWTH AND DEVELOPMENT

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- From self-centeredness to interest in others - Greater intensity of emotional behavior - Better control and expression of feelings	What happens to the body during an emotional experience? How does one control emotional states?	How does one express an emotion? Are there cultural differences in the ways people express emotions? What are the differences?	Have several groups dramatize situations in which emotional behavior (fear, anger, etc.) is involved. Then discuss ways of helping to handle such feelings.	Have several students research and report on why all children do not have the same emotional or social maturity level. Why do some control their emotions better? Why do some act childishly in the behavior?
Individual differences	What are some individual differences in the emotional growth of children? What are the differences in the social growth of children?			
- Factors influencing emotional and social differences - Heredity - Sex - Home	What influences does heredity have on emotional growth? What sex differences are there in emotional growth? How is it possible for a child to be more emotionally mature than his parents? What kind of circumstances might be related to this situation?			Assign three committees to investigate and report on affection, acceptance and achievement as emotional needs. Discuss with the class after each report the possible differences in people and whether these needs have been met and why. Then, role-play different ways which children might react when these emotional needs are not fully met.

BASIC AREA: GROWTH AND DEVELOPMENT

LEVEL A	CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
		Physical	Mental-Emotional	Socio-Cultural	
- The individual must understand the factors that influence personality development. - Definition of personality		What are the characteristics of personality?	What is personality?	How does personality differ among various social and cultural groups?	Have students write a short paragraph on what they consider personality to be. Have buzz groups discuss why their personalities could and should be important to them. They should explore ways of developing personality characteristics that are personally satisfying and socially acceptable. Have each group report to class, which should discuss fallacies some groups may have regarding personality.
		How does one's personal appearance influence personality?	- How do one's emotions affect personality? - How do one's attitudes influence his personality? - How do emotional needs influence personality?	What influences do the home, friends, social status of home, etc., have on one's personality?	Have each student write a paragraph sketch of himself, indicating strong and weak points of his personality. Discuss with the class ways their personalities can be improved. Show film on personality development.

CONCEPT: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns, yet are unique for each individual.

SUBCONCEPT: There is a strong interrelationship between the physical, mental, emotional, and social aspects of growth and development.

CONTENT	MOTIVATING QUESTIONS		Socio-Cultural	LEARNING EXPERIENCES
	Physical	Mental-Emotional		
. Personality development reflects the interrelationship between the phases of general growth and development.	.	.		
. Personal appearance	.	.		Have a panel discussion on the ways others use their senses in getting an impression of us.
. Cleanliness	What types of skin, hair, nail or teeth conditions can develop from improper care?	What problems result from complexion difficulties? What are the effects of unsightly teeth, dirty fingernails, unkempt hair, etc.?		Have each student rate himself on personal appearance as he thinks others see him and then keep a list of ways he can improve himself.
. Grooming	What is the proper way to care for external factors of appearance?	.	Who decides what styles are acceptable?	Assign reports by several students on special personal appearance problems.
. Clothes	How should clothes be cared for?	How do clothes reflect attitudes, interests, and status of young people? How do clothes influence the impressions others get of you?	What styles are considered appropriate and when? What are the social and cultural influences on various clothing styles?	Have a panel discussion on impressions one gets of people whose clothes are unkempt or neat and clean. Have a debate on the acceptability and appropriateness of current clothing styles.

BASIC AREA: GROWTH AND DEVELOPMENT

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Posture - Sitting - Standing - Walking	What is posture? What are some characteristics of good posture? How is good posture maintained? Why is good posture important?	- What is the relationship of posture to attitudes and feelings of individuals? - What impressions do good or poor posture leave with others?	Film and discussion on posture and importance. Dramatize how a person might walk after different types of circumstances such as receiving bad news, getting an unexpected good grade, etc. Have class check on chairs in the room for posture hazards and their shoes for heel wear, high and low heels, arch supports, etc. Discuss implications for posture.	
Facial expressions	What are some different smiles? How do those expressions reveal the feelings and attitudes of a person?		Have class describe and illustrate different types of smiles and discuss the interpretations one might make of each.	
Sound of voice	What are some voice characteristics? What are some pleasing voice characteristics? What are poor speech habits?	- How do various voice characteristics influence others' reactions to an individual? Speech habits? Mannerisms? What are some voice characteristics of various cultural or ethnic groups? - How do they influence others?	Let members of the class record their own voices and list the good and bad characteristics and speech habits. Discuss the effects of these on a person's impression on someone else. Divide class into buzz groups. Have each group analyze voice characteristics of their members and show how these characteristics reflect their individual personalities.	

BASIC AREA: GROWTH AND DEVELOPMENT

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Mannerisms	- What is a mannerism? - What are some irritating mannerisms?			

LEVEL B

VI-14

BASIC AREA: GROWTH AND DEVELOPMENT

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Logical thinking - Problem solving - Decision-making processes - Sense of responsibility and respect	What is the relationship between physical and mental health? What physical needs must be satisfied for good mental health? How does an individual develop the ability to make decisions which help him cope with people and physical surroundings?	Do intelligence and emotional maturity affect mental health? What emotional needs must be satisfied? What is the role of the mind in mental health?	Are there cultural influences on the building of good mental health? If so, what are they? What social needs must be satisfied?	Have students write a paragraph on how an individual shows that he is a responsible person. Let class list and discuss some characteristics of persons with good mental health.
- Emotional control - Fear - Anger - Love				Divide the class into buzz groups. Give the groups a prepared case involving a mental-emotional problem. Let each group discuss the case and report their findings back to the class.
- Relationship to self and to others - Self				Show a filmstrip on how to meet needs of adolescence. Show a film on how emotions are controlled. Have students make a list of ways one can feel awkward. What kinds of situations produce this feelings?

BASIC AREA: GROWTH AND DEVELOPMENT

LEVEL B

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
. Parents		. Why is independence desirable? . What emotional needs influence the desire for independence? . What changes have occurred in the expression of affection by parents for children? Vice versa? . What are some ethnic and socio-cultural patterns of relationships with parents? Why are there differences, if any?	Discuss the types of problems adolescents have difficulty talking over with their parents. Also, discuss which problems can be discussed easily with parents.
		. How does having brothers and sisters affect one's personality? . Are there differences in reactions to older brothers and sisters? Younger brothers and sisters? What are the differences?	Show a film on adolescent-parent relationships. Have a panel discussion on relationships with brothers and sisters in general and with older or younger brothers and sisters.
. Siblings		. What emotional needs are satisfied by peer-group relationships? . What are some of the influences of the peer group on an individual?	Let an only child report orally on his development and whether he thinks having no siblings affected him.
		. Who makes up the peer group of a specific individual?	Have each student list the qualities of his best friend that have influenced him. Show a film on making friends.
. Peers			

BASIC AREA: GROWTH AND DEVELOPMENT

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Members of the opposite sex	- What is the nature of the physical attraction? - What is the importance of physical maturity?	- What changes in social interest from earlier days are represented in peer-group relationships? - Why is the peer group so important? - What emotional needs are satisfied by relationships with members of the opposite sex? - What is the significance of going steady? - What are the cultural influences on going steady (e.g., early steady dating and marriage)? - How do these cultural influences affect attitudes toward relationships with the opposite sex? How do religious beliefs affect such relationships?	- Use role-playing to exemplify traits that are basic to getting along with others. - Have a panel discussion about the good and bad points of cliques. - Survey class for their opinions on time to start dating. - Have each student write an essay on what he considers satisfactory conduct with members of the opposite sex. - Have someone from a foreign country who now lives in your community explain differences in dating customs in his native land and the United States.	- Role-play a situation in which a student is confronted with a difficult decision and makes the wrong one. Discuss the ways he defends or justifies his action and why. - Role-play a situation in which the class accused a student of a particular wrong. The student will answer as he sees fit. This activity should continue until the "accused" is completely involved in his reactions. Analyze with the class the "accused" student's behavior and why he reacted the way he did.
Mental adjustment mechanisms		- What is a mental adjustment mechanism? - How are these mechanisms a part of growing up?		

BASIC AREA: GROWTH AND DEVELOPMENT

CONCEPT: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns, yet are unique for each individual.

LEVEL C

SUBCONCEPT: Mental and emotional disturbances are evidence that the personality is in trouble and needs help.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Individuals have problems they find difficult to understand and resolve. • Problems that affect mental and emotional health • Emotional disorders • Fear • Anger • Love	What are some of the typical problems of mental health of young people? How can they learn to cope with these problems? • • • • • • How are mental functions affected by emotional problems? •			

LEVEL C

175

BASIC AREA: GROWTH AND DEVELOPMENT

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Between goals - Between one's own desires - Between a teen-ager's desires and those of his parents or other adults - Between one's own desires and those of society	What are conflicts and how can we learn to resolve them? - What are the results of conflicts between goals in life? - What is the role of conscience in inner conflicts? - What are some sources of conflict between you and your parents and how do you solve them? - Do you have a conflict between what society expects and what you want to do? Why does it exist? How are you going to resolve it? - What is the relationship between solving conflicts and attaining maturity?		Show and discuss a film on conflicts and resolving them. Role-play a conflict between an adolescent and a parent over the use of the family car for a date. Discuss ways of resolving this conflict. Divide the class into small groups to discuss the conflicts between some adolescents and parents or other adults over hair and clothes styles. Groups should report back their recommended solutions. Have a counselor talk with the class about the relationship between resolving conflicts and developing emotional maturity. Have a panel discussion on the contributions to emotional maturity that come from solving conflicts and from practicing self-discipline.	

BASIC AREA: GROWTH AND DEVELOPMENT

LEVEL C

CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
- Frustrations - Environmental obstacles		- What is the role of self-discipline in the development of acceptable behavior? - What is frustration?		Have students write themes on how one's frustrations can influence personality.
- Poverty - Cultural group membership		- How does competition for grades produce frustrations? How can this frustration be beneficial or harmful? - How do needs differ between individuals and groups? - How do social and cultural factors serve as obstacles to satisfying one's needs?		Have group discussion on the motivating questions pertaining to grades.
- Personal inadequacies - Inferior ability - Social status - Physical disability	What personal inadequacies can produce frustrations?	What tensions may be produced when two cultural groups come into contact with each other?		Have students list some personal limitations and potentialities and then discuss ways these influence both frustrations and solutions to frustrations.

BASIC AREA: GROWTH AND DEVELOPMENT

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Fears, worries, and anxieties	What are the differences between fear, worry, and anxiety? How can each be beneficial? Detrimental? What types of physical difficulties produce fears, worries, and anxieties? How can these be coped with?	What types of intellectual and emotional situations produce fears, worries, and anxieties? What can be done to cope with these?	What types of social situations produce fears, worries, and anxieties? How can each be beneficial? Detrimental?	Have students list situations that may cause them to worry and possible ways of resolving these situations. Discuss. Have class research and report desirable and undesirable ways to react to fears, worries, and anxieties.
Reactions to mental and emotional disorders	What are the advantages to an individual from the use of these mechanisms? What are the disadvantages?	Does a so-called normal individual use these mental adjustment mechanisms? Explain.		Role-play situations exemplifying each of the mental adjustment mechanisms.
Mental adjustment mechanisms				Ask students to discuss in small groups situations in which they have used these devices recently. Discuss what was gained and why they were used.
Denial				Have a physician or psychologist explain the significance of each of these mechanisms.
Repression				Show a film on mental mechanisms.
Projection				
Rationalization				
Daydreaming				
Compensation				
Sublimation				
Identification				
Displacement				
Regression				

BASIC AREA: GROWTH AND DEVELOPMENT

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Aggressive behavior - Direct - Displaced	What is aggressive behavior? In what ways can it prove beneficial? Detrimental? How can it be channeled into productive outlets?	What is the difference between direct and displaced aggression?		Have each student write a paragraph about a situation in which he reacted aggressively, giving the circumstances of the incident and the results.
	At what point does aggressive behavior become hostility?			Have students observe athletes' displays of aggressive behavior either in person or on television. Have them report to class the disorders involved and what might have been gained or lost from their behavior.
	What types of circumstances cause aggressive behavior? Are the results of this type of behavior beneficial or detrimental or sometimes both? Explain.			Have students dramatize situations in which a person withdraws from his peer group or from society as a whole.
Withdrawal	What is physical withdrawal?	Is there withdrawal of intellectual goals? If so, what and how?		
	How does the intensity of the emotional involvement affect withdrawal?			
	How can solutions to problems be found during periods of withdrawal?			
Resorting to use of alcohol and mood and behavior modifiers	What are the reasons for seeking escape from problems through use of alcohol and mood and behavior modifiers?			(See later unit)
	What types of circumstances may be cited as reasons for the use of these substances?			
Suicides	What types of difficulties lead young adults to suicide? Why is the incidence of suicide increasing among adolescents? What factors are related to the incidence?			Have students research and report on the implications of the high incidence of suicides among older adolescents.

BASIC AREA: GROWTH AND DEVELOPMENT

LEVEL C

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Socio-Cultural	
Resources for intervention are available for persons and families affected by mental and emotional disturbances.	What are some indications of a pre-suicidal condition? Where can a person with a pre-suicidal condition go for help? 		Show film "Cry for Help" and discuss the points made.
- Local - Regional - State	What services are available in your community for treating emotional problems and educating the public in prevention of mental illness? . What help is offered by community Mental Health and Mental Retardation Centers? . What family counseling services are provided by the Family Service Bureaus? . What services are offered in your community by the State Rehabilitation Agency? 		Have the chairman of a committee write to the local or state Department of Mental Health and Mental Retardation for information on local and state prevention and treatment programs for mental illness. Report to the class.
			Have a student write to the Hogg Foundation for Mental Health for information on community centers for treating mental disorders and educating the public in their prevention. Report to class.
	What are the roles of the school counselor, the special education teacher, the visiting teacher and the school nurse in dealing with mental and emotional problems of young people? 		Invite the school nurse, school counselor, and visiting teacher to speak to the students about help available for mental problems. Ask another student to write to the National Institute of Mental Health for information on national resources aimed at the mental health problem.

LEVEL C

VI-26

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Mental Health Materials Center, Inc., 104 East 25 Street, New York,
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National Association for Mental Health, 10 Columbus Circle, New
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VII

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

Concept: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.

LEVEL A

Subconcept: An understanding of fitness and its contribution to health is essential.

- . Fitness involves all aspects of man's daily life.
 - . The importance of fitness
 - . Fitness for optimal health
- . Achieving fitness involves an awareness of and respect for man's total being.
 - . Dental fitness
 - . Sensory fitness
 - . Cardiovascular fitness
 - . Respiratory fitness
 - . Skeletal-muscular fitness
 - . Gastrointestinal fitness
 - . Fitness in appearance
 - . Psychological and emotional fitness

LEVEL B

Subconcept: It is the individual's responsibility to develop and maintain his own level of fitness.

- . There are valid and invalid ways of determining fitness.
 - . Acceptable evaluative procedures
 - . False claims and practices in evaluating fitness
- . There are effective methods of improving and maintaining fitness.
 - . Physical fitness
 - . Sensory fitness
 - . Appearance and fitness
 - . Emotional and psychological fitness

LEVEL C

Subconcept: There are factors in our environment that create a need for adjustment in our daily living.

- . There are environmental pressures that influence our daily living.
 - . Rapid pace of daily life
 - . Sedentary living
 - . Increased leisure
 - . Selection of goals
- . The adjustments to environmental pressures have significance for fitness in everyday living.
 - . Results of adjustment difficulties
 - . Coping with problems of environmental pressure

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.

LEVEL A

SUBCONCEPT: An understanding of fitness and its contribution to health is essential.

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
Fitness involves all aspects of man's daily life. The importance of fitness To the individual	What is meant by total fitness?	.	Ask each member of the class to write a paragraph giving his or her definition of "fitness." Have a panel discussion on the three phases of fitness: physical, mental-emotional, and social. Show a film on fitness and discuss with the class. Have a panel of persons including a P.E. teacher, a doctor, a storekeeper, and a housewife discuss the importance of fitness in their daily jobs. Have each student make a list of the things he does each day to develop fitness. Then discuss areas where improvement is necessary.
	What is physical fitness?	What is mental and emotional fitness?	
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	What is endurance?	What is the relationship between physical fitness and intellectual activity?	
	What factors are involved in physical fitness?	.	
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	For what should an individual be fit?	.	
	What are some of the characteristics of a fit person?	.	
	How does fitness improve performance of an individual?	.	
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BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
. To the family	What are the differences in attitudes toward fitness among boys and girls?	.	.	Have a symposium on differences between the sexes relating to attitude toward fitness.
	How does the fitness of individual members of the family influence the total life of that family?	.	.	Assign a committee the responsibility of preparing a bulletin board to display newspaper articles on family fitness--physical, emotional, and social.
	How does good family living influence physical fitness of the family members?	. How does good family living affect the emotional and mental well-being of the family members? .	. What is the importance of the family as a social unit to the social well-being of the individual? .	Have these members cut out articles which indicate examples or other information on the importance of fitness to successful family living.
	What avenues are open to the individual who has a poor family environment, is aware of this, but must continue to live with it?	.	.	Ask the school counselor to discuss with the class some of the problems arising from family units that are not wholesome. Be sure to cover the physical, mental-emotional, and social sides of wholesomeness.
		.	.	Have four committees create situations and then play them using the following characters: . A family with an invalid child . A family with the father dead . A family with a grandparent who cannot speak English and who lives with the family . A totally fit family
		.	.	Emphasize the importance of total family fitness and how the

LEVEL A

190
VII-5

LEVEL A

VII-6

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Periodontal diseases - Gingivitis - Pyorrhea - Vincent's infection	What is an abscess?	.	.	Have each class member make a list of all the sweet things he ate yesterday and compare with the rest of the class.
	How may a clean tooth decay?	.	.	
	How can you tell whether the teeth have been adequately cleaned?	.	.	
	Why is regular brushing important?	Use of dental floss?	Use of other tools?	
	What is the correct way to brush one's teeth and when?	.	.	Divide the class into three or four different groups. Assign each group a different method of cleaning the teeth. Using food coloring dye (see dentist for source of staining wafers), have groups compare the results. Discuss individual responsibility for the prevention of dental disease through regular cleaning of teeth and gums.
	How does one select a proper dentifrice?	.	.	
	Why are fluorides important to controlling caries?	.	.	
	How are fluorides used?	.	.	
	What effects can decayed teeth have on one's general health?	.	.	Ask the class to do a research project on the effects of decayed teeth on general health. Have oral and written reports.
	How may teeth be kept for a lifetime?	.	.	
	What is periodontal disease?	.	What is the incidence of periodontal disease?	
	What causes it?	.	.	
	What is tartar?	.	.	Ask the local dental association for a speaker or for a film on periodontal diseases.
	What is the major cause of tooth loss?	.	.	
	What are some of the problems that accompany periodontal diseases?	.	.	

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Sensory fitness - Vision - Errors in refraction - Nearsightedness - Farsightedness - Astigmatism - Infections and other problems - Eye strain - Infections - Styes - Hearing - Deafness	- How may periodontal disease be prevented or controlled? - How does good vision help one enjoy life? - What contribution can good vision make to one's appearance and personality? - What are some common eye problems that are caused by the poor structure of the eye, such as the eyeball being too long, irregular lens shape, etc.? - What are some common eye problems caused by external difficulties? (e.g. infections, eye strain, styes, etc.) - What is glaucoma? amblyopia? - How does good hearing help an individual enjoy a full life? - What is deafness? - What are some types of deafness?	- What are some possible emotional effects on the person who has to wear glasses? - What effect does good vision have on learning? - What effect does poor vision have? - What are some of the peculiar beliefs regarding the treatment of styes? - What are the implications of hearing on personality development? - What adjustments must a deaf person make? A partially deaf person who wears a hearing aid?	- Divide the class into buzz groups and discuss what the world would be like if there were no sight. Have each group report back to class for discussion. - Ask several committees to prepare transparencies illustrating difficulties involving eye structure. Discuss these with the class. - Show a film about the eye and problems associated with vision. - Role-play some of the common faults in reading which contribute to vision problems. - Assign reports on eye problems such as glaucoma, pink eye, styes, cataracts, etc. - Discuss the puzzle: "There is no sound if a tree falls in the forest and no one hears it." What are the implications of this puzzle?	

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Other common ear disorders - Infection - Injury	- How might infections in the ear cause deafness? - What about ear wax? - What effects might measles, scarlet fever, etc. have on hearing?	- What effect does good hearing have on learning? - What effect does poor hearing have?		- Divide the class into buzz groups to discuss what the world would be like if no one could hear. Have each group report back to class and discuss results. - Ask a speech therapist to demonstrate and discuss lip reading and its importance. Discuss hearing problems with relation to classroom environments.
	- How might colds, sinus infections, etc. affect hearing? - Why is it dangerous to dig in the ear with pencils or other sharp objects?			Secure a model of the ear or a complete diagram of it. Discuss with the class, through the use of the model or diagram, the possible sites of infections and demonstrate how these affect the hearing process.
	- Cardiovascular fitness - The heart - Leaking valves - Enlarged heart	- What are some of the effects of wholesome exercise on the heart? - What are some of the more common difficulties of the heart? - What effects will moderate living have on the heart? - What is heart strain?		Obtain X rays, models or other visuals showing healthy and unhealthy hearts. Discuss differences.

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
. Blood vessels		. What is the relationship between socio-economic and cultural factors and heart fitness? . How does the feeling of anger affect the beat of the heart? . What is the possible effect on the heart of continual pressure and tension? . What adjustments must a person with heart difficulty have to make?		Demonstrate the correct way to take a pulse. If possible, record the pulse of an athlete during a given day and then again right before a big game, but before exercise. Discuss possible explanations. Assign an oral report on rheumatic fever. Discuss the findings with the class, role playing several students with heart problems and how they might react to their problems. Ask several students to create the roles. Invite the school nurse to come to the class and demonstrate how to take blood pressure. Ask her also to explain the causes for high blood pressure. Ask for a class discussion.
	What are some of the common diseases that might injure the heart?			
	What is rheumatic fever? How might it affect the heart?			
	What is blood pressure? High blood pressure?			
	What are some causes of high blood pressure?			
	Why can't the blood flow backwards?			
	What is stroke?			

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Respiratory fitness	What is hardening of the arteries?	.	.	Make a transparency of a vein, showing the location of valves. Ask a committee to do this and discuss this with the class.
	What is cholesterol?	.	.	Ask the class to do a research project on cholesterol and hand in a theme on its possible effects on blood pressure.
	What are some signs of good respiratory fitness?	.	.	Ask a representative from the Regional Tuberculosis and Respiratory Disease Association to discuss the effects of tuberculosis on a person and also discuss with the class where tuberculosis has its greatest incidence.
	What are some of the illnesses which affect respiration?	.	What is the relationship between socio-economic levels and tuberculosis?	
	What effects will exercise have on respiratory fitness?	.	.	
	What are some effects of respiratory disease?	.	.	Show a film on allergies to the class and discuss with them how allergies affect respiratory fitness.
	What is an allergy? How can an allergy affect fitness?	.	.	
	What are some problems for one who has respiratory allergies?	.	.	Assign reports on the functions of tonsils and adenoids. Find out from the class how many have had either removed.
	What are tonsils? Adenoids? How can they affect respiratory fitness?	.	.	
	What is good posture and what are some of its benefits?	.	.	Show a film on posture habits and discuss with the class.
Skeletal-muscular fitness				
Benefits of good posture				

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Bases for good posture • Nutrition • Exercise • Muscle tone • Types of posture • Conditions associated with poor posture	What are some of the bases for good posture? What are different types of good posture in standing, sitting, and lying? What is foot strain? Flat feet? Fallen arches? Why are feet important to good posture? What are some common foot problems and how do they relate to posture? How does a knee injury to a football player affect his posture? How do diseases of the bones and joints affect posture? What is the relationship of skeletal weight to posture? What is muscular weakness? What is atrophy?	What are some of the effects on the individual of the crippling action of such diseases as arthritis? How might muscle weakness affect one's personality? Is there a relationship between muscle weakness and group recreational participation?	Make a life-size silhouette of the posture of each student. Let each analyze his own silhouette. Have each student examine his shoes to determine where the wear is. Discuss the implications for good foot health. Let each student stand on a piece of cardboard and draw the outline of his feet. Have him analyze and share with the class what he concludes from his outline. Assign reports on rheumatism, arthritis, rheumatic fever, and bursitis. Emphasis should be placed on how these conditions affect the joints and posture of the body. Let each member of the class list for himself evidences in his daily life of muscle weakness. Share with the class the findings.	

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
. Gastrointestinal fitness	How do a charley horse, a pulled muscle, and muscle cramps affect posture?	.	.	Have a panel discussion between two boys and two girls on the importance of coordination in their daily lives.
	Why is coordination important to a person?	.	.	
	What is coordination? What is agility?	.	.	
	What are some of the major bone difficulties and how do they relate to fitness?	.	.	Assign class and committee research on skeletal and bone difficulties such as rickets and Vitamin D, bone formation and heredity, bone structure and minerals.
	What effects will exercise and moderate living have on gastrointestinal fitness?	.	.	
	What is indigestion?	.	.	
	What are ulcers?	.	.	Ask the coach to explain to the class why athletes eat early and what they eat before a very important game.
	What are the causes of indigestion and ulcers?	.	.	
		.	.	
	How do emotional problems influence the digestion of food?	.	Do social and economic pressures affect the digestive process?	Divide the class into buzz groups and let them discuss the possible effects on digestion of anger, excitement, nervousness, etc. Share the findings with the class.
. Fitness in appearance	What is constipation? Diarrhea? What may be some causes of these conditions?	.	.	If possible invite a dermatologist to speak to the class on the nature and causes of common skin problems.
	How might problems of personal appearance influence the behavior of a person?	.	.	
	Why is fitness in appearance so very important?	.	.	

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Psychological and emotional fitness	What are some of the special problems of the skin?	What effect do these problems have on one's personality?		Have the class collect cosmetic ads, both for boys and girls. Discuss these products, emphasizing the types of skin problems they seek to help.
	What are the reasons for the use of cosmetics?	What effects can a good appearance have on a person?		
	What effect can skin blemishes have on personality development?			Form buzz groups to suggest ways young people can improve and maintain fitness in appearance.
	What is dandruff?	What effects might hair problems have on a person's appearance and personality?		Assign oral reports on dandruff, baldness, and the importance of hair styles and how they should be chosen.
	What is considered to be good grooming?	Why do attitudes differ regarding grooming?		Appoint a committee to collect pamphlets and other materials on mental health.
	How do mental and physical health influence each other?			Ask the school counselor to discuss the types of problems one encounters in everyday living that might cause trouble.
	What type of adjustments are necessary each day to preserve mental health?	How can a person receive personal satisfaction from his work, from school, from leisure activities?	What patterns of behavior and cultural organizations exist? What adaptations have been made in the interest of social and cultural fitness?	Have students examine a variety of social and cultural groups and report on adaptations and patterns of behavior that lend themselves to fitness within the cultural groups.

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
		What is self-respect? What problems do worry, fear, and tensions create? What circumstances in daily living create problems of mental health?		Ask each student to list for himself only the types of everyday occurrences that cause him to worry and to be afraid. Have class turn in the lists unsigned so that teacher may gain insight into the most prevalent or most serious problems. Assign a committee to create roles of students who have problems. Then have these students role-play the situations and have the rest of the class critique and discuss each situation. Have a panel discussion on the different techniques or ways of improving emotional fitness by solving problems. Then, have students role-play situations in which problems are solved at home and at school.

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING
CONCEPT: Fitness is an aspect of health which reflects man's readiness to function effectively in his environment.

CONCEPT: Fitness is an aspect of health which reflects man's readiness to function effectively in his environment.

LEVEL B
SUBCONCEPT: It is the individual's responsibility to develop and maintain his own level of fitness.

SUBCONCEPT: It is the individual's responsibility to develop and maintain his own level of fitness.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
There are valid and invalid ways of determining fitness.	What are the purposes of health evaluations?			Have students research and report to the class on the valid ways of determining fitness.
Acceptable evaluative procedures	What persons are qualified to conduct such evaluations?			
Medical examinations	What are the influences of medical examinations on a person?			
Health history	What is a family history? A personal history? Why are they important?			Have each student ask his doctor for a form he uses in getting his health history. Have the students bring them to class and discuss the types of information requested.
	What types of information do they include?			
				Have each student check his own history to see what information has been accumulated by his physician.
Laboratory tests	- What is a urinalysis? - Blood test? Chest - X ray? Pap smear?			Ask a medical technician or some other qualified person to demonstrate and discuss a urinalysis.
	What are the purposes of these tests?			Assign an oral report on the nature and significance of blood tests.
Special measurements	What is the importance of these measurements?			Ask the nurse to demonstrate and discuss the importance and use of the sphygmomanometer.

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Temperature • Pulse • Blood pressure • Height and weight • Vision and hearing • The general examination • Head • Chest • Heart • Lungs and chest • Abdomen • Limbs • Psychological examinations • Physical fitness tests	How often should they be repeated? What does the doctor look for when he examines these areas?	What is a personality test? An intelligence test? Attitude test? Why is desire to be physically fit an essential element to be measured? How might it be measured?		Ask a qualified person to give each student in class an audiometer test and interpret results. Assign committees to consult with physicians or nurses and report their findings to the class on what the doctor looks for when he examines a person. Ask the counselor to discuss with the class the various psychological tests used by the school. Discuss their uses and what they measure. Ask the physical education teacher to explain the physical fitness test used by the school. Discuss with the class the elements of fitness measured by the test.

LEVEL B

203

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Self-analysis - There are effective methods of improving and maintaining fitness. - Physical fitness - Regular programs of exercise throughout life	What are some of the dangers of self-diagnosis? What are half-truths? Why are they dangerous? Why does an individual need physical activity? Why must exercise programs be regular? What are some of the signs of sufficient exercise? How does physical activity develop muscular strength? Coordination? Endurance? Speed? What effect does exercise have upon cardiac muscles? Circulation? Respiration? Digestion? How does physical activity affect one's posture? What is muscle tone? How does exercise affect it?	What are some of the dangers of self-diagnosis? Why are they dangerous? How does exercise influence the development of self-confidence? How does it influence intellectual activity? How does physical activity influence emotional control? How does exercise influence the development of self-confidence? How does it influence intellectual activity? How does physical activity influence emotional control?	How does our way of living influence our need for exercise? What type of leisure activity would you recommend for a librarian? Construction worker? Housewife? Why?	Discuss in the class the statement, "A little health knowledge can be a dangerous thing." Have a panel discussion on the importance of physical activity in daily living. Have a panel made up of a doctor, a teacher, a housewife, and a student. Emphasize the influence of automation, transportation, communications media, etc. If the school gives physical fitness tests, have each student check his record and determine the area in which he is satisfactory, unsatisfactory. Discuss possible ways of improving. Have each student do some vigorous exercise for five minutes. Then ask him to write a theme on the changes he noted in his body after exercise and how he would explain these changes.

LEVEL B

VII-21

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Active participation in sports	What is the difference between isometrics and weight lifting?	.	.	Ask the coach to explain and demonstrate with an athlete the differences between weight training and isometrics. Assign a research project to a committee on the length of active participation during one's lifetime in the following: - Football - Basketball - Golf - Tennis - Baseball - Swimming Discuss the reasons for the differences and the relationship to total life physical fitness. Show a film on the fundamentals of diet. Show a film on obesity. Have each student estimate the different types of activity in which he engages daily and how much time he spends in each one. From this schedule, let each prepare, to hand in, a diet for the daily activities with emphasis on calorie needs.
	How effective are some of the commercial devices used in exercise programs?	.	.	
	What types of sports activities lend themselves to general participation?	.	.	
	What are the dangers in the increased trend toward spectator roles among American people?	.	.	
	What is a carry-over sport? Should we emphasize the acquisition of carry-over sports skills in high school rather than team sports? Discuss and explain your answers.	.	.	
	Why are some sports better than others for recreational purposes?	.	.	
	What are the lifetime values of knowing and performing sports activities?	.	.	
	What is meant by a balanced diet?	.	.	
	What does it mean to be fat?	.	.	
	What are the causes and effects of obesity?	.	.	
Proper diet (More detail in the unit on Nutrition)	How does a person's daily living schedule influence what he eats?	.	.	
	What is the relationship between caloric intake and energy output?	.	.	
		.	.	

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Sleep and rest	What is fuel debt?	.	.	Assign research projects on fatigue and ask the students to discuss their findings with the class.
	What is basal metabolism?	.	.	
	What is fatigue? What are its effects? Are there different types of fatigue? If so, describe them.	.	.	
	What is the difference between chronic and acute fatigue?	.	.	
	In what ways can fatigue be considered healthy? Explain.	.	.	Divide the class into buzz groups and let them discuss fatigue as a warning against overactivity.
	How can fatigue serve as a warning in exercising and playing?	.	.	
	How do sleep and rest restore efficiency?	.	.	Assign an oral report on how sleep and rest rebuild what is lost during the previous day's activities. Follow with class discussion.
	What happens to the body during sleep?	.	.	
	What is sleep?	.	.	Assign an oral report on the physiology of sleep. Follow with class discussion.
	How does loss of sleep affect an individual?	.	.	
	How does a person decide how much sleep is required of him to maintain a high level of health?	.	.	Ask each student to prepare a list of the things he does to get the maximum out of his
	How much sleep is needed by an individual?	.	.	
	How can an individual get the most out of his sleep?	.	.	
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LEVEL B

VII-24

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
	How can one protect his eyes from infection, injury, and disease?	.	.	Show a film on eye care, particularly stressing accidents, injuries, and diseases.
	What is the influence of nutrition on vision?	. What is the relationship between tension and good vision?	.	
	Who are the professionals who deal with eye problems?	.	.	
		.	.	Have a panel discussion involving three students who have done research on the three eye specialists: ophthalmologist or oculist, optometrist, optician. The discussion should include special training, special duties and the major differences between them.
	What special precautions should be taken in self-medication or use of old medication for the eyes?	.	.	
		.	.	
	What is normal hearing acuity?	.	.	Have each student secure the names of many patent eye remedies, discuss them with their eye doctor, and report back to the class.
	What is a hearing aid?	.	.	
	What are some different types of hearing aids?	.	.	
	For what type of hearing loss is each one used?	.	.	Ask a physician or other qualified person to speak to the class on hearing losses and proper care.
	What is an otologist?	.	.	
		.	.	
		.	.	Assign an oral report on the training and area of specialization of the otologist.

. Ears

LEVEL B

Appearance and fitness

Regular dental care

Diet

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Cleansing		.	.	the Texas Dental Association and the State Department of Health. Have students study the materials and other references and report to class what dental authorities say about the effects of fluoride on dental health. Discuss the possible effects of diet fads on teeth and gums. Stain teeth with food coloring dye (ask dentist about discoloring wafers) and then use mouthwash. Discuss value of cleansing with brush in contrast to using mouthwash. Compile a bulletin board showing ads and claims for various dentifrices. Discuss these claims and implications. Have students volunteer to use food coloring dye to study plaque growth over a 4-day period. All should begin with a clean mouth, then no brushing for four days. Show a film on the care of the skin.
	Does dieting affect dental health?	.	.	
	How often should one clean his teeth?	.	.	
	What is the value of a mouthwash?	.	.	
	What is the correct way to clean the teeth?	.	.	
	What tools are necessary to clean the teeth?	.	.	
	What types of dentifrices should be used? How should this be determined?	.	.	
	What is plaque? Why must it be removed from the teeth to prevent dental disease?	.	.	
	What are the values of regular bathing?	.	.	
	Why is a warm bath best for the skin?	.	.	
- Skin - Cleanliness (see also unit on Consumer Health)				

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Effects of weather	Why use a mild soap?	.	.	Collect ads on cosmetics and deodorants in the paper and look at the local drug store's supply. Discuss all the implications.
	What are comparative cleansing qualities of soap and cold cream?	.	.	
	What are the values of cosmetics and deodorants?	.	.	
	What are the two types of deodorants?	.	.	
	Why is too much sun harmful to the skin?	.	.	
Acne and other skin infections	What are the dangers of too much sun?	.	.	Prepare with the class a list of precautions to take in sunbathing and discuss the reasons for these precautions.
	What are some precautions to use in sunbathing?	.	.	
	How would an individual prevent or control acne?	.	.	
		.	.	
		.	.	
Diet and exercise	How can athlete's foot be treated or prevented? Other skin problems such as ringworm, lice, itch, etc.	.	.	With the help of a physician, make a list of home remedies for acne. Make an oral report on the training and area of specialization of a dermatologist. Ask the physical education teacher to show how athlete's foot is controlled. Discuss with the class ways in which diet and exercise affect the skin.
	How can the skin be affected by diet and exercise?	.	.	
		.	.	

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Hair	What is the relationship between good health and the hair? What is the value of brushing the hair? How often should the hair be shampooed? What determines this? How effective are home remedies for baldness? How can dandruff be prevented or treated? What are some of the effects of permanent waving and dyes and tints on the hair?			Have students collect pictures of boys and girls with healthy and unhealthy hair. Bring them to class, put on a bulletin board and discuss the characteristics of each.
• Nails	What are the best ways for removing excess hair? What are the influences of well-groomed hands and nails on an individual? How should the nails be cut? How should they be cleaned?			Get information from the Food and Drug Administration on the care of the hair and safety of some preparations such as permanent waves, dyes, shampoos, etc. Discuss, after research, the safest ways to remove excess hair. Survey the class on the care of their nails. Are they clean? Are they cut correctly? Discuss implications of unsightly nails.
• Emotional and psychological fitness				
• Relaxation and recreation		What is recreation and what are its values?		Survey all the different types of recreational facilities in the

LEVEL B

VII-30

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

CONCEPT: Fitness is an aspect of health which reflects man's readiness to function effectively in his environment.

LEVEL C

SUBCONCEPT: There are factors in our environment which create a need for adjustment in our daily living.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- There are environmental pressures that influence our daily living - Rapid pace of daily life - Stresses and strains	</			

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Tensions		.		a boy who is tired from foot-
		.		ball practice, and a girl who
		.		has just broken up with her
		.		boyfriend. Set up a situation
		.		at the evening meal, indicating
		.		the results of all these stresses
		.		on the family. Critique the
		.		demonstrations with the class.
		.	How do stresses differ	Have students read biographies
		.	among cultural groups?	of persons from different cul-
		.		tural groups and describe the
		.		tensions caused in their efforts
		.		to cope with situations.
		.		
		.		
		.		
		.		
		.		
		.		
		.		
	What are some of the effects of tension on an individual?	.		Ask the class to cut out articles
	What are some of the signs of tension in an individual?	.		in the daily newspapers for one
	How does tension differ from stress?	.		week on situations where ten-
	How can one relieve tension?	.		sions might have caused unusu-
		.		al behavior. Discuss with
		.		class.
		.		
		.		
		.		
		.		
• The hurry of daily living		.		Have each student recall his
		.		behavior before and during a
		.		crucial test and describe some
		.		of the characteristics of his
		.		behavior at that time.
		.		
		.		
		.		
		.		
		.		
	How does the rush of living affect the fitness of a person?	.		Form buzz-session groups and
		.		suggest ways in which people
		.		may learn to cope with tension.
		.		
		.		Ask the individual members of
		.		the class to keep a daily log of
		.		family activity for one week
		.		
		.		

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
. Sedentary living		. How does always having deadlines to meet affect a person and his relation to family life?		and include: . How many meals did all members of the family eat together? . How many nights out for different family members? . How many deadlines, work or otherwise, did the students have to meet? . How many times did any family member have to rush to make an appointment or meeting? Tabulate the results with the class and also discuss implications? Have the class make a list of their daily activities that involve passive activities, such as riding, watching, reading, listening. Also have them list those activities where physical activity of any sort is involved, such as riding bicycles, walking, playing sports. Then compare the amount of time involved in each type and discuss all the implications. Divide the class into buzz groups and have each group list ways automation and technology have replaced daily activities which involved physical effort. Discuss the differences in daily activities done
	How have the increased responsibilities and requirements of daily life affected people?			
	What is chronic fatigue?			
	What is meant by sedentary living?			
	What are some of the causes of sedentary living?			
	How does sedentary living affect an individual?			
	How has technology influenced sedentary living?			
	Will sedentary living become more of a problem? Explain.			
	Are there any differences in the effects of automation and technology on rural and urban people?			

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
. Increased leisure		.	.	by automation in the rural family in contrast to those in the urban family scene.
	What has been the effect of automation on the amount of leisure time a person has?	.	.	Have a panel discussion on the effect of the machine age on one's vocation. Ask a farmer, a housewife, an insurance man, and a mechanic to discuss what new inventions save them time and energy. Also have them discuss what this has meant for free time.
	What are some of the problems that have come with increased leisure?	.	.	Have each student look again at his normal daily schedule. This time ask each one to indicate the amount of free time he has and how he used this free time. Discuss these surveys with all class members.
	What are some of the desirable ways to use one's free time?	.	.	If possible assign a committee to make a use study of the recreational facilities in the community. Report the findings to the class and discuss the implications.
	Why is wise use of leisure time important to an individual?	.	.	Have a symposium on the question: "What is wise use of leisure time?"
. Selections of goals	What types of goals does a person set for himself?	.	.	Assign three committees to discuss and report on the physical, mental-emotional, and social goals a person ought

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
. Struggle for status	What are the important functions and values of goals in a person's life?	.		to have for his life. Assign one of these goal-types to each committee and have them report their findings to the rest of the class.
	What are realistic goals? Unrealistic goals?	.		
	How might conflicts between goals create problems in an individual?	.		
	Why is the formation of goals important?	.		
	Why is the fulfillment of goals important to the health of the individual?	.		
	What does the term "status" mean?	.		Have each student list goals in his life which he considers realistic. Then allow time for the student to evaluate whether there are some which he would like to achieve but doubts that he can? Compile from these lists realistic and unrealistic goals common to all the students.
	What are some of the motives behind the struggle for status?	.		
	Why is status such an important motive? How can the status motive become a desirable motivator? An undesirable one?	.		
	What is the status of a good athlete? Why?	.		
	What are some status vocations? What social situations might produce unrealistic status goals?	.		
	What academic goals are status symbols? Why are some vocations and objects status in some communities and not in others?	.		Discuss with the class the reasons people struggle for status and some possible results from this struggle.
		.		Ask the counselor to administer an interest and an aptitude inventory to each student in the class. Ask each student to compare the results with his vocational plans. What are the differences and the similarities?
		.		How do vocational goals relate to status seeking?

LEVEL C

220

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- The adjustments to environmental pressures have significance for fitness in everyday living. - Results of adjustment difficulties - Higher suicide rates	- Why are suicide rates increasing? - What are the causes of suicides among young people? - How have environmental pressures contributed to increased suicide rates?	- What are some of the influences of increased environmental pressures on the incidence of crime among young people? - What is the relationship between environmental pressure and drug abuse?	Assign a committee to research suicides among teenagers and young adults. Include statistics over the past 15 years and the listed causes of suicide.	
- Crime increases among young persons (See also units on Environmental Health and Safety and Tobacco, Alcohol, and Drugs.) - Heart and circulatory diseases	What has research shown concerning the effects of environmental pressures on heart and circulatory diseases?		Ask a local law enforcement officer to explain to the class some causes for the increase in crime.	Ask a member of the class to collect current statistics on the incidence of heart and circulatory disease, indicating the types most common to different age levels.
Mental illness	What is mental illness? How might environmental pressures contribute to the increased incidence of mental illnesses?		Assign oral reports on high blood pressure, stroke, heart attack, tachycardia, etc.	Ask the school counselor to discuss with the class the meaning of mental illness and some causes.

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Family breakdown				Show a film on mental illness and discuss the role of environmental pressures in the development of these illnesses. Ask a marriage counselor or a judge to speak to the class about family problems, particularly those arising from environmental pressures.
	What influence do environmental factors have upon family units in varying cultural groups?			Ask each student to list the times during the week when he participated in recreational activities with his family members. How many times did each member have his own recreational activity? Discuss with the class the significance of all this.
	In what ways have recreational activities tended to pull members of a family apart? In what ways have they brought members of a family together?			Have a panel discussion involving a father, a mother, a boy, and a girl. Discuss family problems from each of their viewpoints. Particular emphasis should be placed on environmental pressures as a source of difficulties.
- Decreased efficiency - Physical - Mental - Social	How might environmental pressures decrease one's efficiency? What are some physical results of sedentary living?	How do emotional tensions affect job efficiency?	How does social status affect job efficiency?	Discuss with the class the steps one might take to prepare for a very important event in his life, one where fitness is absolutely essential. What are some of the difficulties one might face?

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Boredom and loss of zest for living		How can environmental pressures create boredom? Why is boredom dangerous to one's health?		Ask an employer to discuss with the class the effects of illness, family problems, emotional upsets, etc., on the productivity of his concern. What is the economic loss from such conditions? What does his concern do to combat this problem?
• Obesity	How does lack of exercise affect obesity? What diseases are related to obesity? Why is obesity said to create complications? How does sedentary living contribute to obesity?	How does emotional tension influence the eating habits of an individual and how might this contribute to obesity?		Have a class symposium on boredom and how environmental pressures can produce it. Discuss with the class how environmental pressures might contribute to obesity. Ask a physician to discuss with the class the harmful effects of obesity.
• Coping with problems of environmental pressure	What are some of the dangers of excessive obesity?	How might obesity influence one's personality development?		Divide the class into buzz groups and let each group devise a series of exercises which might reduce obesity. Include also the importance of foods. Ask the physical education teacher to suggest a training program to cut down on weight.

BASIC AREA: HEALTH FITNESS FOR DAILY LIVING

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Formation of positive goals	What is a positive goal and how does this goal contribute to success in coping with environmental pressure?	.	.	Have each student write a theme on one of his major life goals, illustrating the things he had considered in selecting that goal. Discuss with the class the statement: Positive goals in good mental health do not necessarily imply an absence of bad goals. Have a debate on the subject. Divide the class into buzz groups and ask each group to develop a list of questions one might use in measuring the adequacy of his goals. Interview the appropriate person in the local community to determine the leisure time activities available. Discover the frequency of their use and discuss. Have a class discussion on the statement: A sound mind works best in a sound body. Have a symposium on the significance of spectatoritis. Assign each of four committees a particular leisure time activity. Let each group list the ways this activity could be helpful, harmful.
	What factors must one consider in selecting his goals?	.	.	
	What steps should one take to determine the adequacy of his goals for life?	.	.	
	What are some signs that one looks for in judging the adequacy of his goals? The inadequacy?	.	.	
Wise use of leisure time	Why is participation in recreational activity important in today's world?	.	.	Interview the appropriate person in the local community to determine the leisure time activities available. Discover the frequency of their use and discuss. Have a class discussion on the statement: A sound mind works best in a sound body. Have a symposium on the significance of spectatoritis. Assign each of four committees a particular leisure time activity. Let each group list the ways this activity could be helpful, harmful.
	What values does a person derive from wise use of leisure?	.	.	
	What types of physical recreation are beneficial in maintaining optimal physical health?	.	.	
	What factors must be considered before use of leisure time can be considered "wise"?	.	.	

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Development of the ability to understand oneself and others	What are hobbies? Avocations?	What role do they play in achieving total fitness?		Have each student write a paragraph on his hobby and why he developed it, also telling how much time is spent on it.
		What is a self-image?		Show the film, "The Eye of the Beholder," to illustrate how events and people can be perceived differently by different people.
		How has it developed?		
		What does it include?		
		How does a person's understanding of himself influence his behavior toward others?		Discuss the statement, "We like others to the degree they help us like ourselves."
	What are some signs of a positive self-image? A negative one?			Divide the class into five buzz groups and give each group one of the following topics:
	How does one's behavior affect others' attitudes toward him?			- One of the most popular students - A great leader - An outstanding speaker - A famous athlete - An outstanding entertainer
				Have each group pick out some of the signs of a positive self-image each of these persons has. Discuss their findings with the rest of the class.

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VIII

BASIC AREA: NUTRITION

Concept: Attitudes and practices regarding nutrition affect man's health behavior.

LEVEL A

Subconcept: An individual's nutritional needs are met by the utilization of a variety of foods.

- . The food we eat affects the way we look, feel, think, and act.
 - . Personal appearance
 - . Physical and emotional status
 - . Mental function
 - . Social adjustment
- . Many factors influence eating habits.
 - . Cultural background
 - . Social factors
 - . Mental and emotional factors
 - . Physical needs
 - . Economic influences
- . Nutritional needs can be met from a variety of foods.
 - . Foods needed
 - . Food for the day
 - . Four food groups
 - . Other dietary essentials
 - . Miscellaneous dietary items
 - . Functions of nutrients
- . Food fads and fallacies are based on and perpetuated by misconception and misinformation.
 - . Misconceptions about foods
 - . Misconceptions about weight control
 - . Misinformation and myths about foods and health

LEVEL B

Subconcept: Various aspects of food selection and eating patterns influence one's total health.

- . Many factors should be considered in selecting food for the day.
 - . Nutritional needs
 - . Cultural influences, habits
 - . Likes and dislikes of family members
 - . Money available for food
 - . Facilities for preparing food or eating out
- . Many factors should be understood when planning and selecting food for total health.
 - . Wise economic selection of foods
 - . Family needs and food preferences
 - . Special needs of family members

- . Nutritional needs and status prior to and during pregnancy affect total lifetime development.
 - . Nutritional status prior to pregnancy
 - . Nutritional needs during pregnancy
 - . Infant feeding and health
 - . Handling of food for nutritional value and safety
- . Individual nutritional needs may be met by a variety of eating patterns.
 - . Factors influencing individual eating patterns
 - . Traditions
 - . Physiological factors
- . Desirable weight maintained through a program of diet and exercise is essential to the individual's total health.
 - . Variation from desirable weight
 - . Weight control through diet and exercise
 - . Dietary practices not recommended

LEVEL C

Subconcept: The food patterns of man are influenced by regional, national, and international problems and customs.

- . Many different food patterns are found in Texas and the United States.
 - . Regional food patterns in Texas and the United States
 - . Food patterns influenced by the cultures of other nations
- . Most nationalities and cultural groups have well-established food patterns.
 - . Influences of cultural food patterns on world health
 - . Variations in good and poor nutritional practices
 - . Influences of past generations
- . Most of the food problems of the future will include economic and political factors.

BASIC AREA: NUTRITION

CONCEPT: Attitudes and practices regarding nutrition affect man's health behavior.

LEVEL A

SUBCONCEPT: An individual's nutritional needs are met by the utilization of a variety of foods.

CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
The food we eat affects the way we look, feel, think, and act. Personal appearance Height Weight Posture Teeth, skin, nails Physical and emotional status Mental function Social adjustment Peer acceptance Family adjustment	How does food affect the way we look? How does food we eat affect emotional reactions? Why does the food a person eats influence his disposition? How does overweight affect the individual's behavior? Does the food a person eats influence his social adjustment with family and friends? Why? What is the relationship between physical and mental alertness and diet? What physical needs are met by a balanced diet? Can diet and heredity influence height and weight? If so, how? What role does diet play in preventing dental disease? How does food affect one's ability to think and reason?	Have students write a paragraph on the topic, "You Are What You Eat." Have each student select a well known personality such as a popular singer or professional athlete. Gather information on the energy requirements for his job. Contrast differences in the physical appearance and activity of each personality. Survey the health classes to find out how many of the pupils are within 10% of the desirable weight as suggested by a weight-height-age chart such as the Meredith Grid or the Metropolitan Life Insurance chart. Counsel with pupils on possible ways of attaining the desirable weight.		

BASIC AREA: NUTRITION

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Many factors influence eating habits. - Cultural background - Ethnic origin (or race) - Religion - Social factors - Family - Peers - School - Mental and emotional factors - Knowledge and concept - Personal adjustment - Physical needs - Growth and development - Individual differences - Activity level	Why do teen-agers appear to be healthier than their parents in spite of their poor eating habits?	- How do eating patterns in Texas differ from those in other states? - How does an individual's environment and background affect his food selection and food available to him? - How does the school affect the eating habits of students? - How do family eating patterns contrast to food selection at school? - How much choice does a teen-ager have in what he eats? - How do friends influence what you eat? - How does having money of his own influence what a young person eats? His eating habits?	- Visit school cafeteria. Have the school lunchroom supervisor or manager explain to the class the planning, preparation, and storage of food. - Have a panel discussion on food habits in relation to adolescent independence.	
	How does the kind of activity or work one does influence his eating habits?			

BASIC AREA: NUTRITION

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Economic influences - Family income - Size of family - Education - Occupation - Cost of food	How do eating patterns and needs change with age? How does one's economic situation influence his diet? How can a family with a limited budget provide a well-balanced diet? How can a family with a high economic level still have a poor diet? How does "status seeking" influence food selection? What is a nutrient? Is what we eat really important? Why? What is the science of nutrition? Why is an understanding of nutrition important throughout life?			Using pictures collected from magazines, have each student make up a basic menu for each meal during the day for his family. Have class discussion on the menus covering areas of differences and similarities of the meals.
Nutritional needs can be met from a variety of foods. - Foods needed - Kind - Amount - Variety				Have students arrange a "cafeteria line" of food pictures or models. Students then select foods from the cafeteria line and discuss their selections in terms of the four food groups. (Refer to the content under "Four food groups" before introducing this learning experience.)
- Food for the day - Meals	What nutrients must the body take in daily? What is malnutrition? How were the four food groups established? What foods furnish specific body nutrients?			
Snacks (Note to Teacher: Content on meals and snacks further developed in Level B.)	Can snack foods be as nutritious as foods eaten during a meal? What are some of the nutrition problems of teen-age girls, boys?			Have a panel discussion on the topic, "Between-Meal Snacks Are as Nutritious as a Regular Meal."

BASIC AREA: NUTRITION

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Four food groups - Milk and dairy products - Calcium - Phosphorus - Vitamin D - Riboflavin - Protein - Vitamin A	Why is calcium needed? Why is vitamin D added to milk? Considering the nutritive value of a quart of milk in the teen-ager's diet, can a calcium tablet be taken instead of milk? Why? What are the consequences of lack of dairy products in the diet? Is it possible to obtain the recommended amount of calcium without drinking milk? Why is a quart of milk recommended for teen-agers and only two cups for adults? What are some considerations for selecting different forms of milk, such as dry milk, 2%, evaporated? Why can milk be considered a food in liquid form rather than a beverage? How does the calcium content of teeth differ from that of bone?			Have students view film on four food groups and the importance of nutrition to health. Compare with paragraphs they wrote on "You Are What You Eat." Have a "You Are What You Eat Day." Several students may volunteer to discuss with the class what they ate for the day in terms of the four food groups. Have students keep a list of food that they have eaten during the previous three-day period. Classify the food into the four food groups. In which food groups are they low? Discuss the milk and dairy products group and the opportunities throughout the day when foods from this group are available at home, at school, for snacks. Have class committees plan breakfasts that are nutritious but that they consider unusual. Discuss breakfast menus in terms of the standards for a good breakfast. Have class discuss combinations of foods that yield complete protein. Consider combinations of peanut butter sandwiches and milk, macaroni and cheese.
- Meat group - Protein--complete (animal source): meat, fish, poultry, eggs	What is the main contribution of the meat group to the total diet? How does the value of protein from a vegetable source differ from animal protein? Are equal amounts of ground meat and steak equivalent in protein quality?			

BASIC AREA: NUTRITION

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Protein--incomplete (vegetable): dried beans and peas, nuts - Fat - Iron - Vitamin A - Thiamin - Riboflavin - Niacin - Vegetables and fruit group - Vitamin A - Vitamin C - Carbohydrates - Fiber content	What are the contributions of pinto beans and black-eyed peas to diets in the South and Southwest? From what sources can complete protein be obtained? Incomplete protein? How is protein used in the body? What are the consequences of the lack of protein in the diet? Why are foods, especially high-protein foods, combined with cereal products? How does this affect food cost? Nutritive value? What is the role of iron in body function? What are the consequences of lack of iron? What are sources of iron? In what way are fats essential to diet? What are the consequences of eliminating all fats from the diet? What is a vegetable? A fruit? Why does lack of vitamins affect the outward appearance of the body? What diseases occur from a vitamin deficiency? What are the main contributions of the vegetable and fruit group to the diet? What vitamins can be stored by the body? Which vitamins are needed daily? What are the main sources of vitamin A? How does color tell us about the nutritive value of food?			Have students compile a list of protein consumed during a 24-hour period. Classify the protein into two groups--complete or incomplete. Compare and discuss lists within small groups in class. Have students discuss meat as a status food, myths about meat, etc. Have students exhibit servings of meat and beans and compare protein yield in portions of equal weight. Have the class develop 75 or more questions on vitamins, minerals, proteins, and the basic four food groups. Place the questions and answers on a 3x5 card to be handed in to the teacher. Divide the class into several committees, each one designing cards similar to bingo cards with answers to the questions in the squares. The teacher or a committee chairman calls the questions and students with the correct answer cover that square. The game is played like bingo. Make up a play about the vitamin family. Play could be about Miss Vitamin A and how she needs help. Mr. Potassium

BASIC AREA: NUTRITION

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Breads and cereals group - Niacin - Thiamine - Carbohydrates - Iron	What are the consequences of the lack of vitamin A?	.		could come to her rescue. The villains in the play could be such characters as Too Sugary Sal or Fats Blubber. Show an appropriate film on the process of baking enriched bread. Have the class discuss the basis for having the bread enriched. Have students examine labels on white bread, biscuit and pancake mixes, grits, cookies, cornmeal, and dessert mixes as to differences and similarities in the niacin and thiamine content of each. Have a debate on the requirements of the current food enrichment law.
	What are the main sources of vitamin C?	.		
	What is the function of carbohydrates in the body?	.		
	What are the consequences of the lack of ascorbic acid in the diet?	.		
	Why is fiber content necessary in the diet?	.		
	What foods contain natural fiber?	.		
	How does the course, crunchy texture of some foods contribute to cleansing the teeth and gums?	.		
	Why do some families and individuals limit the intake of fruits and vegetables?	.		
	What fruits are served as a continental dessert?	.		
	Why is bread called the "staff of life"?	.		
	What are the main contributions of the bread and cereal group to the diet?	.		
	What are the consequences of the lack of adequate niacin and thiamine in the diet?	.		
	What is the reason for legislation to require enrichment of breads?	.		
	What is the present food enrichment law?	.		
	What is the difference between enrichment and fortification of bread?	.		
	Why is iron included in the enrichment of breads and cereals?	.		
	What is considered a serving of dry cereal, cooked cereal, spiced bread, corn bread, biscuits, tortillas?	.		

BASIC AREA: NUTRITION

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Other dietary essentials - Iodine	How do refined carbohydrates in the diet relate to dental disease?			Discuss the advantage to dental health of eating unrefined breads instead of more refined breads.
	What is the role of iodine in relation to body function?			Have several students report to the class on the prevalence of goiter in certain geographic locations in Texas. Discuss reasons for the occurrence.
	What are the consequences of the lack of iodine?			
	What are the main food sources of iodine?			
	Is all salt iodized?			
	What is the effect of excessive fluid loss from the body?			
	How can an individual obtain fluid other than drinking water?			
	Why are salt tablets taken?			Have class members role-play a city council meeting where fluoridation is being considered for council action. Both sides of the issue should be debated.
	What is the value of fluorides in water?			
	What is natural fluoridation? Controlled fluoridation?			Consult the State Department of Health for information on the fluoride level of the local water supply. Inquire about the ideal fluoride level for that supply. Have student report to class on this information.
- Miscellaneous dietary items - Sugar	What are the advantages or disadvantages of controlled fluoridation?			
	What can you do if the city water supply is deficient in fluorides?			
	Once teeth have erupted, can their mineral content be altered?			
	What is the role of sugar in the diet?			
	How is the increased use of sugar related to dental caries?			

BASIC AREA: NUTRITION

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Artificial sweeteners - Saccharine - Cyclamates - Granulated sugar substitute - Functions of nutrients - Heat and energy - Growth and repair - Regulatory control - Food fads and fallacies are based on and perpetuated by misconception and misinformation. - Misconceptions about foods - Misconceptions about weight control - Misinformation and myths about foods and health	Are special recommendations made regarding the consumption of artificial sweeteners? What are they? Why are artificial sweeteners used in a variety of foods and beverages? What are cyclamates? Why is their consumption restricted? What foods are sweetened artificially? Which of the nutrients provide heat and energy? What nutrients provide for growth and repair? What nutrients assist with regulatory control? What is the most concentrated form of food energy? What are the most abundant sources of carbohydrates? How does the body produce heat and energy from fats and carbohydrates? What is the value of minerals in the development of bone structure? What is a food fallacy? Name some. What is the difference between food fallacy and food fad? What factors cause a person to rely on a food fallacy? What is the fallacy in considering fish as a "brain food?" Why is it thought that the consumption of fish and milk together is harmful to the body? What are the dangers of a starvation diet? Formula diets? Diet pills? One-food diets? Why are these dangers magnified in the teen-ager?			Have students examine labels on products which contain artificial sweeteners for the amount of content and warning, if any. Discuss the amounts of artificial sweeteners found in different products. Show an appropriate film on nutrients and the nutritional needs of the body. Discuss with the class. Have several students gather information on iron deficiency anemia and report to the class. Discuss nutrient deficiencies common among young people. Have individuals consult their dentists on diet and dental disease, then report. Have a committee of students survey and collect data on prevailing food fads and superstitions that are practiced. Present findings to class in the form of a skit. Have the class collect different types of diets that appear in magazines, newspapers, books. Analyze in relation to the four food groups.

BASIC AREA: NUTRITION
 CONCEPT: Attitudes and practices regarding nutrition affect man's health behavior.

LEVEL B

SUBCONCEPT: Various aspects of food selection and eating patterns influence one's total health.

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
- Many factors should be considered in selecting food for the day. - Nutritional needs - Cultural influences, habits - Likes and dislikes of family members - Money available for food - Facilities for preparing food or eating out	- How do nutritional needs of family members vary? - What are the special needs of children? Teen-agers? Adults? The elderly? - How do an individual's nutritional habits affect growth and development? - What factors influence a person's eating habits? - Why is the development of good food habits early in childhood important? - Why are certain foods liked or disliked? - How does the family budget affect selection of food? - Can you obtain nutrients you need when you eat out regularly? How? - What nutrient needs are hardest to meet when you are eating away from home?	Have students take an objective test to determine level of nutrition knowledge and understanding of principles. Let students evaluate their own performance and discuss strengths and weaknesses. Review the four food groups. Ask several students to survey other students to find out how many ate in a restaurant at any time during the week. List the food eaten and classify into the four food groups. Evaluate in terms of the day's needs. Have students keep a record of three days' food intake. Evaluate using food groups. Discuss the effects of snacking on sweet or empty-calorie foods throughout the day. Relate to dental health and total health. Analyze food habits throughout the life cycle with primary consideration given to the state of dental health, such as soft foods for the infant, low sugar consumption, etc.	

BASIC AREA: NUTRITION

LEVEL B

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
- Many factors should be understood when planning and selecting food for total health. - Factors in wise economic selection of foods - Nutritional value - Budget - Combination of food groups - Discrimination between fact and fallacy in advertising	- Does a low food budget mean fewer needs are met? - Does plenty of money mean nutrient needs are met? - How can food from different food groups be combined to increase nutritive value of less expensive foods? - How can the addition of one food or food group change the nutritive value of the family's diet?	- What effect does money have on food selection? - Does plenty of money mean nutrient needs are met? - Does advertising play in selection of food?	Assign a committee to compare various forms of milk--whole, skim, 2%, dried, evaporated--to determine sound basis for selection based on different budgetary and nutritional needs. Report to class; discuss. Have pupils collect labels and advertisements of food. Evaluate the accuracy of statements made. Discuss meats and meat alternatives in relation to economic selection of foods. Invite a home economist or school nurse to speak to the class about selecting food and how to get the most value out of certain foods by proper cooking. Have committee compare prices and nutritive value of fresh, frozen, and canned fruits and vegetables. Report to class. Have students plan menus for a certain budget (perhaps high-income, middle-income and low-income amounts might be assigned to different groups) for a certain number of people. Compare the nutritive value of the diets in each group.

BASIC AREA: NUTRITION

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Family needs and food preferences - Family habits - Attitudes - Occupation of family members - Size of community	How can special food needs of family members be met?	- How is what you eat influenced by your family? - What specific foods are disliked by you and members of your family? - How important are psychological influences in food selection?		Have students discuss their favorite foods. Compare for similarities and differences within the class. Evaluate foods for contribution of nutrients.
	How does the absence of disliked foods affect nutritional status? Can other foods be substituted? How?			Have several students report to class on the Texas Nutrition Survey and National Nutrition Surveys. Discuss economic and cultural implications.
	How does employment of family members affect meal times? Nutritional needs?	Do members of your family feel that certain foods are especially good or harmful in certain situations?		Have students investigate the variety of foods available at local restaurants and report findings to class.
Cultural background		How does the size of the community affect the availability of food? Are essentials available locally?		
		- Do eating patterns in Texas differ from those in other states? If so, how? - How do food habits from other cultures influence our habits?		Assign projects on differences in the diets of various ethnic groups in the community (Mexican-American, Negro, Anglo, Czech, German, etc.). This should emphasize cultural differences, not differences because of economic status. Discuss the various diets and their influence on eating patterns of the various groups.

BASIC AREA: NUTRITION

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Special needs of family members - Weight control - Allergies - Ulcers - Diabetes - Emotional status - Dental disease - Physical handicaps	What are some situations which might necessitate a special diet for certain family members? How can special food needs of family members be met? What are the dangers of a fad diet for losing weight? Why is staying on a special diet important to a diabetic? What is a food allergy? What is an ulcer? What causes a person to lose his appetite over an unpleasant or happy occasion? How do the nutritional needs of an athlete compare to those of a non-athlete?			Divide the class into small groups to develop brief oral reports on special food needs of family members. Reports might include statement of the problem and proposed solution. Divide class into small groups for role-playing. Each group is assigned a scene similar to the following situations as the entire family has just started eating dinner: 1. John phones Suzie and breaks their date to a Saturday night party. 2. Mother has overspent the budget for the third week and Father is unhappy about it. 3. Charlie and Charlene both want the family car Sunday afternoon. After a designated length of time have students switch roles to get all points of view. Other students should then discuss the problems and their possible effects on the emotional climate at the dinner table. Have committee check local and state records for infant mortality statistics. Discuss with the class the possible relationship to nutrition.
Nutritional needs and status prior to and during pregnancy affect total life-time development.	Is it all right to wait until pregnancy to become food conscious? Why? What changes should be made in the diet of a woman who is pregnant?			

BASIC AREA: NUTRITION

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Nutritional status prior to pregnancy - Nutritional needs during pregnancy	Why do teen-agers often have nutrition problems during pregnancy? What are the special needs of a mature woman during pregnancy? What special food needs does an infant have? How do the nutritional habits of the mother affect the child before birth? What is the importance of the mother's diet to the future health and development of the child? What is the influence on the development of teeth? What are some practices of infant feeding that may be damaging to the teeth or that may increase the potential of dental disease in early childhood? What are some considerations in deciding to breast feed or bottle feed a baby? What nutrients will baby not get from milk? Why is it important for parents to exemplify good eating habits to children? What storage techniques retain the quality of food?			Have committee review pamphlets or interview physician and report to class on dietary needs during pregnancy.
Infant feeding and health				Role-play a visit to a family physician or a public health clinic. Characters are a physician, a nurse, a nutritionist, and new or expectant parents. The health professionals discuss and demonstrate the importance of nutrition and feeding for the protection of infant health, the prevention of disease, and the promotion of optimal growth and development.
Handling of food for nutritional value and safety				Invite a public health nurse or nutritionist to discuss the importance of infant feeding and nutrition in the promotion of optimum health, development, and freedom from disease.

LEVEL B

VIII - 18

BASIC AREA: NUTRITION

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Individual nutritional needs may be met by a variety of eating patterns. - Factors influencing individual eating patterns - Time schedules, work, school - Food available - Eating facilities - Health of teeth and gums - Traditions and variations influencing eating patterns - Breakfast - Lunch	Why have we in America adopted three meals a day as our eating pattern? How do coffee breaks and snack times influence our eating habits? How do work and school schedules influence what and when we eat? How does a cafeteria at work or school affect eating patterns? What foods would be limited in the diet if a person had loose or missing teeth or unhealthy gums? What does breakfast mean to you? What causes 10 o'clock droop? Why is breakfast important? Why do some people not eat breakfast? What is considered a nutritious breakfast? What effects have coffee breaks had on breakfast habits in the United States? What nutrients are likely to be missing if a person skips breakfast? Does it matter when a person eats his largest meal of the day? What are some patterns involving traditional meals? Can a sack lunch carried to work or school be adequate in meeting the nutritional requirements? If so, how?			Have students review three-day diet record to see the effect of individual time schedules on eating patterns. Have class plan a school-wide campaign to encourage all students to practice proper food selection for better health. Discuss eating facilities in the community. Also compare food available at small neighborhood grocery stores with that available at a supermarket. Have students evaluate the following breakfasts for nutritive value: - Toasted cheese sandwich and tomato juice - Coffee and sweet roll - Oatmeal with milk, orange juice - Bacon, egg, toast, coffee - Peanut butter sandwich, milk, apple - Chocolate cake, carbonated beverage - Grapefruit, ham, toast - Cottage cheese on toast, orange - Flavored powdered milk drink

BASIC AREA: NUTRITION
LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Dinner or supper	•	•	•	Have a debate on "Relative Value of Breakfast." After period of time, have groups change viewpoints on the question. Moderator should summarize and present conclusions.
	•	•	•	
• Snacks	What are the requirements for a Type A school lunch program?	•	•	Have a student go to the school food service director to find out the requirements for a Type A lunch program. Report to the class and discuss.
	What effect does a meal late at night have on the body processes?	•	•	
	Why do many people consider not eating between meals a virtue?	•	•	Have committee develop a list of snacks that make a positive contribution to diet and that do not increase susceptibility to dental caries.
	Why is snacking important to the teen-ager? How can snacks be nutritious?	•	•	
	What snacks increase susceptibility to dental caries?	•	•	
	What snacks make a positive contribution to diet?	•	•	
	Why is it important to limit the number of times we expose the teeth to refined carbohydrates?	•	•	
		•	•	

BASIC AREA: NUTRITION

LEVEL B

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
- Physiological factors influencing nutritional status - Digestion - Absorption	What factors should be present to enable digestive processes to take place? How can a highly emotional experience affect the physical progress of digestion? How do the organs function together to aid in digestion of food? What is the mechanical action necessary for digestion? What is the chemical action necessary for digestion? Why does a breakfast of doughnut and orange juice not meet one-third of the daily nutrition requirement? What food substances are absorbed rapidly into the blood stream? Which are delayed? Why is restricted physical activity recommended after eating? How can repeated stomach upsets or diarrhea affect nutritional status?		Have students review physiological information pertaining to digestion. View transparencies, or trace the digestive process by using charts.

BASIC AREA: NUTRITION

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Desirable weight maintained through a program of diet and exercise is essential to the individual's total health.	- What determines desired body weight? - When is a person considered to be overweight? - Underweight? Obese? - What are the hazards of obesity? - What are the dangers of underweight?			Have each student locate his position on Physical Growth Record prepared by the Joint Committee on Health Problems in Education of the NEA and AMA. Survey the class to find out how many students are within 10% of the desirable weight. Counsel those students who need special assistance in controlling weight.
- Variation from desirable weight - Underweight - Overweight - Obesity	- How do individual differences affect energy needs? - Why is there no such thing as a "fattening food"? - How does caloric intake relate to energy expenditure to yield energy balance? - Why are calories important?			Have students calculate their own caloric needs for their recommended weights. Compare this calculation with the number of calories recorded on their three-day diet record.
- Weight control through diet and exercise - Recommended diet using the four food groups - Importance of physical activity to weight control	- How can the four food groups aid in losing weight? Gaining weight? - Maintaining desired weight? - Why is prevention of obesity the key factor in weight control? - What is the importance of some regular form of exercise?			Have the class collect different types of diets that appear in magazines, newspapers, or books. Divide into committees and discuss and evaluate the diets for nutritional content.

BASIC AREA: NUTRITION

LEVEL B

CONTENT	MOTIVATING QUESTIONS		Socio-Cultural	LEARNING EXPERIENCES
	Physical	Mental-Emotional		
• Dietary practices not recommended • Starvation diet • Formula diets • Diet pills • One-food diets	What activities or lack of activities in life today contribute to overweight?	.	.	.
	What are the dangers of starvation diets? Formula diets? Diet pills? One-food diets?	.	.	.
	How are these dangers magnified in the teen-ager?	.	.	.
	How do these various diets affect food habits?	.	.	.
	Why is it important to have a physical examination before starting a weight-control diet?	.	.	.
	What value is there in exercising machines?	.	.	.
	.	.	.	.
	.	.	.	.
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	.	.	.	.

BASIC AREA: NUTRITION
 CONCEPT: Attitudes and practices regarding nutrition affect man's health behavior

LEVEL C
 SUBCONCEPT: The food patterns of man are influenced by regional, national, and international problems and customs.

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
Many different food patterns are found in Texas and the United States.		What are some of the different food patterns found in Texas and the United States?	Have students give personal experience reports on different food patterns they have observed when traveling to other regions of the country. An opportunity for class discussion should be available after the reports.
Regional food patterns in Texas and the United States	What is the most serious nutrition problem in the United States? In Texas?		Divide the class into several small groups. Assign a project to each group to research and report to the class on the eating habits or eating patterns of different nationalities and cultural groups. Encourage groups to be imaginative in their presentations.
Food patterns influenced by cultures of other nations	What part does the State of Texas play in providing for undernourished and underfed people of Texas? What divisions of the state government, local government are responsible for finding solutions to these problems?	How has the proximity to Mexico affected the eating patterns of Texans?	Have students review current news articles on the state of nutrition in the United States and the world and review articles on recent legislation which might have an impact on the nutrition program.
Most nationalities and cultural groups have well-established food patterns.		How has the coming together of cultures influenced the food habits of people in the United States?	Show appropriate films on nutrition in other countries, nutrition surveys, etc. Students should analyze the information provided by the film relative to the differences and similarities of eating patterns among national and cultural groups.
Influences of cultural food patterns on world health		How does the agricultural development in a country affect food habits?	

BASIC AREA: NUTRITION

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Variations in good and poor nutritional practices - Influences of past generations	How do cultural variations in eating patterns influence the nutritional status of different national and cultural groups? How have the American people influenced the food and growth patterns of other nations? What evidence is available that implies that stature may be influenced by nutrition as well as by heredity?	How does the nutritional status of underdeveloped countries affect the world situation?	How does the nutritional status of underdeveloped countries affect the world situation?	Have students report on the nutrition program activities of the World Health Organization. Have students report on United States nutrition aid to foreign countries.
Most of the food problems of the future will include economic and political factors.	How do food and nutrition problems influence international relations? What are some new sources of food?	How has the infiltration of various cultures influenced the food patterns in the United States? What factors are related to a country's ability to produce sufficient food for its people? What evidence is available that the supply and demand of food in certain regions will become a problem?	Discuss how the population distribution of the world is a determinant of nutritional problems. Divide class into committees. Assign each committee a foreign country. Committees will investigate and report on the food-nutrition situation of these countries with emphasis on the economic and political factors.	Discuss how the population distribution of the world is a determinant of nutritional problems. Divide class into committees. Assign each committee a foreign country. Committees will investigate and report on the food-nutrition situation of these countries with emphasis on the economic and political factors.

LEVEL C

How can educating people to select and prepare food be combined with programs of mass food hand-outs to improve their nutritional status? Discuss the possible economic and political implications of both types of programs in solving nutrition problems of United States and foreign populations.

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American Association for Health, Physical Education and Recreation, 1201 16 Street NW, Washington, D. C. 20036.

American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611.

American Home Economics Association, 1600 20 Street NW, Washington, D. C. 20009.

American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610.

Cereal Institute, Inc., 135 South LaSalle Street, Chicago, Illinois 60603.

Children's Bureau, Department of Health, Education and Welfare, Washington, D. C. 20201.

Dairy Council, Inc. Regional offices: Arlington, Texas;
Austin, Texas; Corpus Christi, Texas; Houston, Texas;
Lubbock, Texas; San Antonio, Texas.

Food and Drug Administration, Department of Health, Edu-
cation and Welfare, Washington, D. C. 20204.

Metropolitan Life Insurance Company, One Madison Avenue,
New York, New York 10010.

National Dairy Council, 111 North Canal Street, Chicago,
Illinois 60606.

Science Research Associates, Inc., 259 East Erie Street,
Chicago, Illinois 60611.

Wheat Flour Institute, 14 East Jackson Boulevard, Chicago,
Illinois 60604.

World Health Organization, Regional Office for the Americas,
525 23 Street NW, Washington, D. C. 20037.

FILMS AND FILMSTRIPS

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IX

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

Concept: The use and effects of mood and behavior modifiers result from a complexity of factors.

LEVEL A

Subconcept: Tobacco, beverage alcohol, and drugs are significant health and social issues in our society.

- . Smoking is a common practice in many parts of society.
 - . Current consumption
 - . Different forms and uses of tobacco
- . Beverage alcohol has long been a subject of controversy in society.
 - . Alcohol use as a social custom
 - . Teen-age attitudes and practices with regard to alcohol
- . Since earliest times man has found different uses for drugs.
 - . Historical development of drug use
 - . Uses of drugs today

LEVEL B

Subconcept: Use of tobacco, alcohol, and drugs results from and leads to health and social problems.

- . The effects of cigarette smoking vary with the individual.
 - . Physiological effects
 - . Physiological and sociological considerations
- . The use of alcohol affects the lives of people in different ways.
 - . Alcohol and safety
 - . Alcohol and sex
 - . Alcohol and the law
 - . Drinking, personality, and popularity
 - . Teen-age drinking and adult drinking habits
- . Drugs affect the body in different ways.
 - . Stimulants
 - . Depressants
 - . Hallucinogens
 - . Mixtures of stimulants and sedatives
 - . Other drugs and solvents
- . State and federal agencies set special controls over the production, distribution, possession, and use of drugs.
 - . Prohibited drugs
 - . Prescription drugs
 - . Over-the-counter drugs
- . Drugs are abused for different reasons.
 - . Escape from reality
 - . Conformity
 - . Curiosity

LEVEL C

Subconcept: The use and misuse of tobacco, alcohol, and drugs raise significant health and social questions.

- . One must consider several factors in his decision to smoke or not to smoke.
 - . Nonsmoking considerations
 - . Smoking considerations
- . Identifying the facts and fallacies about cigarette smoking is often difficult.
- . There is a responsibility in being a cigarette smoker.
- . Political and economic considerations have an important bearing on the tobacco industry.
- . Alcohol affects man's bodily functions.
 - . Alcohol and digestion
 - . Alcohol and performance
 - . Alcohol and nutrition
 - . Physiological actions of alcohol in the body
- . Alcohol has a significant effect on the economy of modern society.
 - . Alcohol and economics
 - . Alcohol and taxes
 - . Alcohol and advertising
- . Alcohol has several implications for man's health.
 - . Cirrhosis of the liver
 - . Malnutrition
 - . Mental illness
 - . Heredity
 - . Longevity
 - . Use in medicine
- . Alcoholism is a major disease of man.
 - . Factors leading toward alcoholism
 - . Stages of alcoholism
 - . Treatment of alcoholics
- . Individual philosophy is an important factor in the use or abuse of alcohol.
- . There are physiological, psychological, and sociological problems associated with drug abuse and misuse.
 - . Drugs and crime
 - . Drugs and mental illness
 - . Personality fragmentation
 - . Genetic changes
 - . Lowered inhibitions
 - . Loss of productivity
 - . Drugs and one's future
 - . Drugs and the law
 - . Treatment and rehabilitation

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

CONCEPT: The use and effects of mood and behavior modifiers result from a complexity of factors.

LEVEL A

SUBCONCEPT: Tobacco, beverage alcohol, and drugs are significant health and social issues in our society.

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
- Smoking is a common practice in many parts of society. - Current consumption - Family smoking habits		- Why do your parents smoke? - Why or why not? - How do you feel about cigarette smoking?	- Put on a puppet show depicting good and bad effects of smoking. - Take a classroom survey of students and ask them to find out whether or not their parents smoke. Brothers, Sisters. - Organize a class discussion on why people smoke.
		- Do many people smoke? - Why do people continue to smoke in the face of continued health threats?	Show film to class on extent of smoking and discuss implications.
		- Do people smoke because their parents smoke? Why or why not? - Are more women smoking? Explain. Are more men quitting? Explain.	Break class up into small buzz session groups to suggest reasons people at different age levels smoke.
		What would you tell your younger brother or sister about smoking?	Ask students to prepare statements on what they would tell their brothers and sisters about smoking. Categorize these statements.

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Adult influences outside the home	Should teachers, physicians, and coaches tell young people not to smoke and then smoke themselves?	.	.	Show film emphasizing the exemplary role of adults and then distribute companion pamphlet material as a basis for discussion.
	Do teachers, physicians, and coaches smoke as much as other adults? Explain your answers.	.	.	Ask a prominent community figure to speak before the class on the harmful effects of smoking to health and athletics.
	Do these people influence your smoking attitudes? Practices? Explain why and how.	.	.	Discuss the concept of "Do as I say, not as I do."
	Do the smoking habits of nationally known figures have an effect on the habits of teen-agers?	.	.	Distribute pamphlets to the students; have them take them home and ask their parents to read them and get their reaction to the pamphlet; follow-up with class discussion.
Smoking among youth	Why do young people smoke or not smoke?	.	.	Show film emphasizing contemporary effects of smoking and reasons teen-agers smoke. High points should be discussed in class.
	How many young people smoke?	.	.	Distribute pamphlet materials on why young people smoke.
	Why do young people continue to smoke?	.	.	Have debate on pros and cons of smoking.
		.	.	

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Availability of cigarettes - Different forms and uses of tobacco - Pipe - Cigars - Snuff - Chewing tobacco - Cigarettes - Beverage alcohol has long been a subject of controversy in society.	How difficult is it for teen-agers to get cigarettes?			Have a student trace the laws regarding selling cigarettes to minors in Texas. Discuss ways of enforcing cigarette purchasing laws. Bulletin board display by teacher or students of people using different forms of tobacco; also include health warning. Have students draw cartoons of people while they are smoking. Discuss. Teacher or students make a bulletin board display of history and uses of tobacco as a basis for discussion in class. Have student research sales of cigar industry. Use as basis for discussion of changing smoking habits.
	At what age do most teens get them?			
	Why is it against the law to sell cigarettes to minors? Is the law enforced?			
	What are the regulations regarding selling cigarettes to minors?			
	What are the different ways in which tobacco is used?			
	What are the differences in the effects of cigarettes? Pipes? Cigars?			
	Has there been an increase in the production and sales of cigars? If so, why?			
	Why have cigars appeared in new forms?			

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Alcohol use as a social custom - Attitudes about alcohol - Those favoring the use of alcohol	What percentage of the population favors the use of beverage alcohol? How do attitudes concerning alcohol differ with religious groups? Ethnic groups? Socio-economic groups? In what groups or settings is alcohol accepted? Not accepted?	What percentage of the population favors the use of beverage alcohol? How do attitudes concerning alcohol differ with religious groups? Ethnic groups? Socio-economic groups? In what groups or settings is alcohol accepted? Not accepted?	How do attitudes concerning alcohol differ with religious groups? Ethnic groups? Socio-economic groups? In what groups or settings is alcohol accepted? Not accepted?	Appoint a committee which is representative of the various groups to do fact-finding reports and present to the class the attitudes of various groups concerning alcohol. Class discussion should follow.
Those opposed to the use of alcohol	What percentage of the public is opposed to the use of beverage alcohol? What is the view of drinking in different segments of adult society?	What percentage of the public is opposed to the use of beverage alcohol? What is the view of drinking in different segments of adult society?	What percentage of the public is opposed to the use of beverage alcohol? What is the view of drinking in different segments of adult society?	Role-playing panel discussion. Have student committees survey a particular adult group, such as parents, doctors, coaches, businessmen, for background material on attitudes about alcohol and then have each member represent one of the group surveyed.
What are some reasons given by those who are opposed to alcohol? Those who are for drinking?				Have selected students attend a P-TA meeting at which parents will discuss the impact of drinking in adult and teen-age groups. Report back to class. Have a symposium in which two students present reasons for and two present reasons against the use of alcohol. After the presentations let the class discuss the two viewpoints.

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Misconceptions				Have students debate the pros and cons of the moralistic approach to alcoholism. Point out new approaches taken by different groups. Write to the Texas Commission on Alcoholism and request copies of "Alcohol Questionnaire." Administer to the class and then discuss frequently missed items.
Alcohol content	What are some common misconceptions about beverage alcohol?			Research the different alcohol content levels of beer, wine and distilled spirits. Report to class.
Effects	What is the alcohol content in a dozen bottles of beer, a 4-ounce glass of wine, and a 1-ounce glass of distilled liquor?			
Hereditary aspects	- Why do people think alcohol is a stimulant? - Is there a relationship between alcoholism and heredity? Does it run in families? Explain. - How do these misconceptions influence people?			
Factors that influence drinking practices	What roles do coffee and exercise play in the sobering-up process?		Are most alcoholics on skid row? Explain.	
The example of parents	Should parents drink in front of their children? Explain.			Debate the question: "Should parents drink and at the same time expect their teen-age children not to drink?"

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
The communications media	Is drinking becoming more popular? Why or why not?			
	In what ways could alcohol cause family problems?			
	In what ways could it result from family problems?			
			If drinking does go on in the home, should teenagers be included?	
			How can teen-agers help parents who have drinking problems?	Research and report on ways young people can understand and help their parents with drinking problems. Investigate community agencies that will aid teen-agers in understanding alcoholism.
		Why are distilled beverages not advertised on radio or television?		Have open class discussion on these questions because they lend themselves to a variety of answers.
		How do movies, television, and printed materials influence young people's attitudes and behavior about drinking?		Class discussion - "What does alcohol represent to the teenager?" What are the expected outcomes from its use?
				Have students bring alcohol ads, and discuss TV commercials. Have class discussion on their message.
				Debate the question: "Should advertising of alcohol be banned on radio and TV?"

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Teen-age attitudes and practices with regard to alcohol - Drinking and popularity	- Why do people drink beverage alcohol? - Why do teen-agers drink or not drink?	- What does it mean when one says, "Alcohol is a solution before it is a cause"? - What does alcohol represent to the teen-ager?	Where do teen-agers get their first drink?	Conduct a sociodrama of a teen-age group in a car and one of the group is a non-drinker. Dramatize the social pressures and individual attitudes involved.
- Sources of alcohol for the teen-ager - Problem drinking among teen-agers	- Why do some drink only rarely, others regularly? - Is it advisable to postpone drinking until the legal age? Why or why not?			Appoint a committee to study the use of alcohol in your school. Attempt to answer questions of how? Why? When? Where? Avoid individual identification and moralizing for the success of this project.
Motivations in teen-age drinking	- What other decisions influence the individual besides the legal aspects of drinking? - Drinkers often cite such factors as acceptance, pleasure, "kicks," good times, something to do, etc., as reasons for drinking. How does a non-drinker satisfy these needs?			Conduct small group discussions in which students list valid and invalid reasons for drinking and not drinking. Misconceptions can be cleared up in this activity. Have several non-drinking students in the school give reports to the class as to how they fulfill these needs without alcohol. Have a debate defending the right to drink and not drink. (Non-drinkers may defend the right to drink and drinkers may defend the right not to drink.)

LEVEL A

279

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL A

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Since earliest times man has found different uses for drugs. - Historical development of drug use - Use by early man - Early medicinal uses	What is a drug? How and why did early man use drugs?	What did he use? Did he abuse drugs?	Have a student trace the development of drug use on a flow chart and present it to the class. Have students discuss the opium plant and the history of its use by man. Research information gathered through encyclopedia study.	
- Development in the United States - The drug picture today	What were the early uses of drugs in the United States? When? What were the early drugs in use? Why are drugs such an important part of everyday living? In what ways does our life style today precipitate a wider use of drugs?		Ask for ideas on what signs we have that our way of life seems to stimulate the taking of drugs. Have a student check the percentage of time and amount spent for advertising by drug firms.	
- Uses of drugs today - Beneficial uses and effects	How does the role of drugs today differ from previous uses of drugs? What is chemotherapy?	What part do drugs play in today's society? Is anyone in your family aided by the use of a prescribed drug?	Have students report on ways in which man is aided by drugs. Have a student interview a physician or pharmacist on the role of drugs in medicine. Report to class.	

LEVEL A

IX - 12

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

CONCEPT: The use and effects of mood and behavior modifiers result from a complexity of factors.

LEVEL B

SUBCONCEPT: Use of tobacco, alcohol, and drugs results from and leads to health and social problems.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
	Physical	Socio-Cultural
The effects of cigarette smoking vary with the individual.		
Physiological effects		
Immediate	What are the immediate harmful effects of smoking? What are the immediate beneficial effects of smoking on the body?	Ask adult volunteers to help demonstrate the immediate effects of cigarette smoking in experiment: - Take oral temperature for three minutes. - Take blood pressure for three minutes. - Take pulse at one-minute intervals.
- Increased pulse rate - Increased blood pressure - Shortness of breath - Lowered peripheral skin temperature	What does smoking do to the circulatory system? Respiratory system? How does cigarette smoking affect the nervous system? Fatigue? Endurance?	This procedure should be followed before, during, and after smoking.
Long term	What diseases and disorders are associated with long-term cigarette smoking?	Ask a competent resource person to visit class and discuss health implications of smoking. It might be necessary to have one or more students interview a physician or other such person who would be too busy to speak to several classes.
- Cancer - Respiratory diseases - Emphysema - Chronic bronchitis	Why do people continue to smoke in view of health evidence against smoking? Why do adults who smoke encourage teen-agers not to smoke?	
- Heart and circulatory diseases - Digestive disorders - Minor ailments - Susceptibility to colds	Why do we need reduced tar and nicotine cigarettes if tobacco is not harmful?	

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Chronic cough - Halitosis - Sinusitis - Reduction in endurance - Tobacco amblyopia	Why are filters necessary if there are no harmful ingredients in cigarettes? Are filters effective? Explain. Why are longer cigarettes more harmful than the shorter cigarettes even of the same brand? Why are the cigarettes with effective filters unpopular? Are the reasons for beginning and continuing the cigarette habit the same? Explain. What effect do the health warnings have on long-term smokers? What effect does the warning label have on smokers? Nonsmokers? Do people smoke more when they are around others? If so, why? How does group pressure influence teen-age and adult smoking practices? Non-smoking practices? Why should a person pride himself in being a smoker? Nonsmoker? Ex-smoker? How can a teen-ager be an example to someone else? What does smoking do for the individual? Can the nonsmoker derive these same benefits in other ways? If so, how?			Show films from American Cancer Society, National Tuberculosis and Respiratory Disease Association, American Heart Association, and United States Public Health Service on the relationship of cigarette smoking to cancer, chronic bronchitis, emphysema, and other ailments. Have students draw exaggerated cartoons showing the effects of smoking, such as bad breath, dull appetite, stained teeth and skin, and shortness of breath. Discuss these with class and then post in halls on exhibit. Secure "Smokey Doe" from State Health Department. Remove artificial lung to demonstrate residual carbons left on filter after smoking. If possible, ask a former smoker who has suffered permanent damage from cigarette smoking to speak to the class. Make a bulletin board display of pamphlet material about smoking. Have poster contest on the health aspects of smoking.
- Psychological and sociological considerations - Motivations for starting to smoke - Curiosity - Group pressure - Boredom - Status - Imitation - Motivations for not starting to smoke - Athletics - Health - Economics - Pride - Example to others - Motivations for continuing smoking - Stimulation - Relaxation - Handling - Crutch				

LEVEL B

IX - 15

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Alcohol and sex - Alcohol and the law - Alcohol and its relation to crime	Is there a relationship between the use of alcohol and the incidence of venereal disease? Does the use of alcohol sometimes lead to promiscuous sexual behavior? What is meant by the "release of inhibitions"? What are the calculated risks of drinking on a single date as opposed to drinking at a teen-age social gathering? Should teen-agers drink on dates? Explain answers.	Is there a double standard for drinking for the two sexes? What types of crimes are related to the use of alcohol? How are teen-age drinking and juvenile problems related?	Write to Communicable Disease Division, Texas State Department of Health, for information about venereal disease if not previously requested. Have a symposium on the relationship of alcohol use and the incidence of VD. Have one or more students interview a physician or psychologist on the "release" effect of alcohol on the individual. Have a debate on the topic "Does Alcohol Influence Boy-Girl Relationships?" Have a class discussion comparing the calculated risks of teen-agers' drinking on a single date vs. drinking on a double date or when large groups of teen-agers are together. Secure written information from Texas Commission on Alcoholism or the Department of Public Safety to identify the relationship between crime and drinking. Invite a member of a local youth group or a probation officer to speak to the class on the correlation between alcohol and crime among youth.	

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Efforts to curb the use of alcohol - National - State - Local		- Should the legal age limit for drinking be lowered? - Is there an over-emphasis on drinking? Why? What can be done about it? Should anything be done? - How can respect for the law and for parents become important to teen-agers with regard to drinking? - What was prohibition? Why wasn't it successful? - What is the WCTU? What is its mission? - What are the laws in Texas regarding the use of alcohol? - What is the liquor regulating agency in the State of Texas? - Does your community have a local option? Why or why not? - What is meant by local option?	- Have a class debate on whether the age limit for drinking should be lowered. - Assign written reports or essays on respect for the law and for parents. Discuss various ideas in class. - Assign a student to make an oral report to the class on the prohibition amendment and its impact on society.	

LEVEL B

278

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Teen-age drinking and adult drinking habits	- Are teen-agers more quickly and severely affected by alcohol than adults? Explain. - Are teen-agers more likely to become ill from drinking than adults?	- Do the drinking habits of parents affect teen-agers? - Are teen-agers more susceptible to psychological intoxication than adults? If so, why? - Are children of heavy drinkers more likely to become drinkers? Why or why not?	Do teen-agers drink to enjoy it? Discuss.	Use film or filmstrip relating comparisons between teen and adult drinking. Use materials from Todd's Teaching About Alcohol as a reference guide for answering these questions.
- Drugs affect the body in different ways. - Stimulants - Amphetamines - Methamphetamine - D-L-Amphetamine - Dextroamphetamine - Cocaine - Caffeine	- Why does man react differently to various drugs? - Can the effects of a specific drug vary with individuals? - Do individuals have different tolerances for drugs? - What is a stimulant? An amphetamine? - What is "speed"? - What are "pep pills"? - What are "bennies"? - How do these drugs affect the body processes? - What are central nervous system drugs? How are they used? Abused?			Have the biology instructor aid in conducting an experiment on laboratory animals with the aid of students so that students can see the varying effects of drugs on living things. Have a student interview a doctor and report on the effects of drugs on the human body. A film may be used here as an aid to this presentation.

LEVEL B

280

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Mixtures of stimulants and sedatives • Amphetamines and barbiturates • Barbiturates and alcohol • Cough syrups and alcohol • Cocaine and narcotics • Other drugs and solvents • Airplane glue • Lighter fluid and gasoline • Ether • Cough syrups containing codeine	What are the dangers of combining "bennies" with "gofballs"? What is meant by "speed-balling"? What are the dangers of combining sedatives and alcohol? Are there additive effects of combining drugs? What are solvents? What are the dangers in abusing these drugs and chemical agents? Why is the use of solvents sometimes more dangerous than the use of LSD or marijuana.		Have students make reports on beneficial effects and harmful effects of drugs and of their abuse and misuse. Use material and visuals from Regional Service Center as a basis for discussion on proper and improper uses of drugs. Identify the primary purpose of each of these products. Point up the potential hazards involved in using the materials for another purpose. Form buzz groups to suggest possible explanations for using such products for the effects they produce. Show film by Stanley Brady Productions on the abuse of solvents. Discuss acute and long-range effects of such actions. Develop a list of agencies that work in this area. Have students research to find out specifically what they do.	
State and federal agencies set special controls over the production, distribution, possession, and use of drugs that may be abused or misused.		What agencies protect the consumer and the general public against illegal drug activity?		

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL B

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
- Prohibited drugs - Prescription drugs	What is a prohibited drug? Prescription drug? What is the Texas Dangerous Drug Law of 1959? What drugs are included under these federal drug laws?		Write to the Bureau of Narcotics and Dangerous Drugs, Food and Drug Administration, or the Superintendent of Documents for printed materials relating to the laws, penalties, and the drugs covered.
Over-the-counter drugs	What does over-the-counter mean? Does this mean that they can be used at any time in any amount? What are the implications for the misuse of over-the-counter drugs? Are there any legal restrictions on over-the-counter drugs?		Have a student talk to a pharmacist and report to the class on drugs available by prescription and without prescription.
- Drugs are abused for different reasons. - Escape from reality	How can the use of LSD and marijuana be controlled? How can one be assured that "going on drugs" is better than facing reality? Why does a person wish to escape? Does taking drugs erase one's problems?		Make arrangements for a small committee of students to visit a local judge and ask his opinions as to what steps he thinks could be taken to control the use of these drugs. Report the findings to the class. Have the students attempt to find out why drugs are used. Have a class discussion. Organize the class into small groups. Direct each group to suggest two problems of adolescence which young people might think could be evaded or even removed by the use of LSD or similar drugs. Have the

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL B

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
. Conformity		.		students in each group study the problems and then tell the class why they believe it is better to face problems than to avoid finding sound and practical solutions for them.
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. Curiosity	What entices a person to use drugs just to conform?	.		Select members of the class to role-play a situation in which a boy is invited to a party and at the party is offered a hallucinatory drug. Have the student portray both sides of the situation. Present erroneous reasoning by the friends in trying to persuade him and the reasons given by the youth in resisting their efforts. Use as a basis for class discussion on the significant role of the peer group.
	Would a "real" friend encourage one to endanger his health and life by abusing drugs?	.		
	Do you have to "go on drugs" to be accepted? Why or why not?	.		
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	How are teen-agers who use drugs illegally accepted by their peers? Explain.	.		
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	How can experimenting with drugs get one into trouble?	.		Show filmstrip from Encyclopedia Britannica and discuss motivations for taking drugs.
	Does a person have to experiment with drugs to satisfy his curiosity? Discuss fully.	.		
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		.		Plan a sociodrama in which a peddler tries to sell marijuana cigarettes to a group of school children; one accepts, the others refuse. After the sociodrama, discuss the implications.
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CONCEPT: The use and effects of mood and behavior modifiers result from a complexity of factors.

CONCEPT: The use and effects of mood and behavior modifiers result from a complexity of factors.

SUBCONCEPT: The use and misuse of tobacco, alcohol, and drugs raise significant health and social questions.

Have a student make an oral report to the class on what the cost of cigarette smoking is to the regular adult smoker for a year and a lifetime.

Panel discussion on the social aspects of being a smoker or nonsmoker.

Invite a physician to class to discuss the possible future health implications for the non-smoker and smoker.

Conduct a symposium concerning cigarette smoking (for desirable results, it is suggested that the program should be student-led and student-oriented).

LEVEL C

285

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
. There is a responsibility in being a cigarette smoker. . Individual . Family . Community	.	.	. What is the Surgeon General's Report of 1967, The Health Consequences of Smoking? Compare the statistics in it with figures on smoking in Great Britain.	Conduct a quiz to identify misconceptions about advertising, health, and cigarette smoking.
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	What is the warning label on cigarette packages?	.	.	Have students try to determine how tobacco ads are aimed at them. Ask students how advertising affects them. Ask them to suggest the reasons for these appeals and their effectiveness. Do the same for the antismoking commercials.
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BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Political and economic considerations have an important bearing on the tobacco industry.		How can senior high school students influence younger children not to smoke?	Utilizing the exemplary role, ask students to speak to elementary school children about cigarette smoking. (You will find that even smokers will encourage younger children not to smoke; it may also have some boomerang effects on them.)	slogans throughout the school and the community.
- Alcohol affects man's bodily functions. - Alcohol and digestion - Alcohol and performance	- How does alcohol affect the body? - How does body size relate to consumption of alcohol?	- Why are the tobacco industries now diversifying? - What parts do different government agencies play in growing, promoting, and regulating tobacco? What influences do lobby groups have on the above? - Why do the attitudes toward tobacco vary in different parts of the country? - How does alcohol affect reaction time? Fatigue?	How can a nonsmoking image be created in the high school?	- Establish an Anti-Smog Club in school to create a nonsmoking atmosphere and image. - Have members of the class compose a letter to their congressman and ask his opinion on why the federal government supports the tobacco industry on the one hand, and supports research to combat smoking on the other hand. Have the class debate the pros and cons of the above question. - Have a highway patrolman speak on the methods used to determine whether a person is under the influence of alcohol.

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Alcohol and nutrition - Physiological actions of alcohol in the body - Concentration - Oxidation - Temperature - Elimination	What, if any, are the physical and psychological risks of young people who experiment with alcohol?	.		Have students make posters depicting the various physical, psychological, and sociological effects of alcohol. Display throughout the school. Excellent ones can be placed in community places of business, such as banks, stores. Written assignment: Have students write an essay on the effects of drinking alcoholic beverages. Hold a class discussion on the question, "What do I need to know before I take a drink?" Invite a local physician to answer these questions in person or through an interview with one of the students. It is important that a physician answer these questions because of the very specific nature of them.
	What are the long-term implications of alcohol use on the body?	.		
	What are the effects of alcohol on athletic performance? Physical fitness? On mental tasks? On human creativity?	.		
	Since alcohol has calories, what role does it play in man's nutritional status?	.		
	What is the relationship between the rate of alcoholic absorption and its effects on social controls, physiological responses and one's decisions?	.		
	Why does a person feel warm after taking an alcoholic beverage? Is body temperature lowered or raised?	.		
	How is alcohol broken down in the body?	.		
	How does the body rid itself of alcohol?	.		
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BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL C

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
- Alcohol has a significant effect on the economy of modern society. - Alcohol and economics	- What does alcohol contribute to our society? - What is the cost of drinking to industry? - What are the advantages and disadvantages of liquor by the drink?	- How much does it cost to be a drinker? - To what extent is the alcohol industry "big business" in our national economy? - What are the federal, state, and local taxes on different types of alcoholic beverages?	Show a filmstrip and discuss the importance and relevance of the cost of alcohol in dollars and cents. Secure information from LCB on communities that are "wet" and "dry." Discuss revenues brought to the wet areas and the costs in the wet areas as a result of liquor sales. If you are in a "wet" area, try to find out the approximate income from liquor and beer bought in the community during the past year. Compare this with expenditures for education, recreation, library, civic improvements. (Write to the Comptroller's Office, Austin, Texas.) Secure current films from one of the recommended sources on the high cost of drinking.
Alcohol and taxes			

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Alcohol and advertising	- What are the messages in current advertising? - How much money is spent on advertising and how does it affect consumption? - At what age group is alcohol advertising aimed?	Write the Licensed Beverage Industries, Inc., for advertising information or ask the local Liquor Control Board office for information.	- Have members of the class compose a letter to their congressman for information on contemplated and completed action by the federal government on the issue of advertising of alcohol. - Have students bring liquor and beer ads to class and analyze them according to what is said and implied. - Write to the American Medical Association for information concerning all questions relating to health and the use of alcohol.	
Alcohol has several implications for man's health.	- What does research say about cirrhosis of the liver and the extended use of alcohol? - What does research show about the relationship between alcohol misuse and brain damage?			
Cirrhosis of the liver				
Malnutrition	What is the relationship between prolonged drinking and poor nutrition? Prolonged drinking and mental illness?			

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Mental illness • Heredity • Longevity • Use in medicine	Is alcoholism hereditary? Can a craving for alcohol be passed from generation to generation? What is the relationship between the extended misuse of alcohol and life expectancy? In what ways has alcohol been used in medicine? Is its use in medicine ever recommended? By whom? How? Should alcohol be given to a person suffering from snakebite, shock, or other drug poisoning?	Is alcoholism hereditary? Can a craving for alcohol be passed from generation to generation? What is the relationship between the extended misuse of alcohol and life expectancy? In what ways has alcohol been used in medicine? Is its use in medicine ever recommended? By whom? How? Should alcohol be given to a person suffering from snakebite, shock, or other drug poisoning?	Have a student interview a local physician to secure these answers and have a student present them in the form of an oral report.	
• Alcoholism is a major disease of man. • Factors leading toward alcoholism	What are some of the underlying emotional problems that may lead to a life of chronic drinking? How does the presence of an alcoholic affect the entire community? What is the difference between problem drinking and alcoholism? What is alcoholism? How prevalent is it? What differentiates the chronic drinker from the social drinker? Is alcoholism more common among certain cultural groups than among others? What are the progressive stages and effects of alcoholism? What are some kinds of treatment for alcoholism?	Is alcoholism more common among certain cultural groups than among others? What are the progressive stages and effects of alcoholism? What are some kinds of treatment for alcoholism?	Invite a member of a family of an alcoholic to write an anonymous report on what happens to the family relationship when there is an alcoholic present. Survey area hospitals to see if there is an alcoholic ward and make a report to the class on treatment and recovery. Write for pamphlets from the AMA on the genetic and congenital effects of alcoholism.	Invite a member of a family of an alcoholic to write an anonymous report on what happens to the family relationship when there is an alcoholic present. Survey area hospitals to see if there is an alcoholic ward and make a report to the class on treatment and recovery. Write for pamphlets from the AMA on the genetic and congenital effects of alcoholism.

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Individual philosophy is an important factor in the use or abuse of alcohol.	What is Alcoholics Anonymous? How does it help the individual? Have your views on alcohol changed? If so, how? Why? Can a parent or supervisor effectively influence a younger person to abstain from drinking and to use it moderately if the adult drinks to excess? What factors have contributed to your thoughts on drinking? How can you, as a parent, influence your children concerning drinking?	Do drugs bring out a "criminal nature" in the individual? Explain. Is someone who abuses drugs likely to resort to criminal acts? What are the reasons behind the theory that people who abuse drugs are already mentally ill? Is LSD used in the treatment of mental illness? Discuss.	Have a member of Alcoholics Anonymous, the local Council on Alcoholism or TANE come and discuss alcoholism, its symptoms and its treatment. Assign an ungraded theme paper. Compare the views expressed with the class attitude at the beginning of the presentations about alcohol. Conduct buzz sessions and get class reactions to different phases of the unit and the concluding questions. Check increases in crime and drug abuse and make a report to the class on the correlation. Debate the question, "Do drugs lead to criminal acts or do criminals first get in trouble with the law and then turn to drugs?"	
There are physiological, psychological, and sociological problems associated with drug abuse and misuse.				
Drugs and crime				
Drugs and mental illness				

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Personality fragmentation	What can the repeated use of drugs do to man's personality and his relationship with others? Why do some people believe that some drugs are mind-expanding or that they stimulate love and peace? Are these beliefs based on facts?	- Are any drugs used in the treatment of mental illness? Which ones? How? - How can drug abuse lead to mental illness?	Have buzz sessions on each of these topics mentioned in the outline and then make reports to class. (Since much of the information about the research uses of LSD and other drugs is not found in popular articles, the teacher may himself interview a psychiatrist and/or a pharmacist about drugs and mental illness.)	Show film such as "LSD: 25" depicting interviews with users. Answers to these questions should come out of the film.
Genetic changes	What is meant by genetic changes? What drugs are associated with such possibilities?	What does this tell us of our responsibilities to others?	Show "LSD: Insight or Insanity" and discuss the important points of the film with class.	
Lowered inhibitions	What are mutagenic events? Teratogenic events? Why are inhibitions important to the health and safety of the individual? To what hazards are the drug abusers exposing themselves and those around them when inhibitions are released as a result of taking certain drugs? Should a person be held responsible for his actions while under the influence of a drug? Discuss.		Make a checklist of different points where inhibitory control is of positive effect on the individual. Answers to the responsibility of a person while under the influence of drugs can be secured from a local lawyer.	

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Loss of productivity	From what you have seen and read, how would you describe the productivity of those who abuse drugs? 			Students may know people who have been in this situation. Let them tell their stories without giving names or other information that might identify the drug users. Whenever possible, obtain before-and-after photographs of drug abusers. Evaluate the physical effects of drug abuse as seen in the photos.
Drugs and one's future	What are the immediate and long-range possibilities in one's future if he or she is a drug abuser? . Why are drug abusers excluded from some jobs because of the medical and legal consequences? . Why do we need laws to control drugs? . Why are some drugs under prescription? Why are some drugs prohibited by law? . What are the laws governing narcotics, hallucinogens, amphetamines, and barbiturates? 			Assign compositions to entire class on the effects of drugs on one's future. Discuss the significant points in class. Ask your local newspaper or TANE about a copy of <u>Youth and the Law</u>, October, 1968, to use as a source book for discussion of legal aspects of drug abuse.
Drugs and the law				Assign outside research reports to find out the answers to these and other pertinent questions.
Treatment and rehabilitation		What is methadone? 		Write to the National Institute of Mental Health for information on treatment.

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
What treatments are effective?				The books cited in the source material section can provide the teacher with sufficient background to make an effective lecture presentation. Students are not generally well versed in this area so discussion would not be very effective. This area does not directly touch on their behavior so the lecture could be very desirable.
Why is the recidivist rate so high?				
What is Daytop Lodge? What is Syanon?				
Can a drug addict be cured? Discuss fully.				
What is "cold turkey"?				
What does NARA mean?				
What is an "after-care" program?				

SUGGESTED BIBLIOGRAPHY

* Teacher source
 ** Student source

Level

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(State-adopted textbooks)

- | | |
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Division, 1100 West 49 Street, Austin, Texas 78756.

Drugs

Abbott Laboratories, 14 and Sheridan Road N, Chicago, Illinois
60064.

American Medical Association, 535 North Dearborn Street,
Chicago, Illinois 60610.

American Pharmaceutical Association, 2215 Constitution Avenue
NW, Washington, D. C. 20037.

American Social Health Association, 1790 Broadway, New York,
New York 10019.

Committee on Narcotics, Pharmaceutical Manufacturing Associa-
tion, 1155 15 Street NW, Washington, D. C. 20005.

Food and Drug Administration, Distribution and Mailing Unit,
200 C Street SW, Washington, D. C. 20402.

National Clearinghouse for Mental Health Information, Public
Health Service, U. S. Department of Health, Education, and
Welfare, Washington, D. C.

Public Information Branch, National Institute of Mental Health,
Chevy Chase, Maryland 20203.

Superintendent of Documents, Government Printing Office,
Washington, D. C. 20402 (Publications 45, 46, and 52 of
the FDA Life Protection Series).

FILMS AND FILMSTRIPS

Tobacco

- A "Barney Butt," American Heart Association.
- A "Cigarettes and Health," National Tuberculosis and Respiratory Diseases Association.
- A "Cigarette Smoking," Encyclopedia Britannica Films.
- A "The Huffless Puffless Dragon," American Cancer Society.
- A "Smoking: Past and Present," American Cancer Society.
- A "To Smoke or Not to Smoke," American Cancer Society.
- B "Breaking the Habit," American Cancer Society.
- B "The High Cost of Smoking," Roswell Park Memorial Institute.
- B "Is Smoking Worth It?" American Cancer Society.
- B "Nature's Filter," National Tuberculosis Association.
- B "Point of View," National Tuberculosis and Respiratory Disease Association.
- B "Smoking and Heart Disease," American Heart Association.
- B "Smoking and You," American Heart Association.
- B "Tobacco and the Human Body," National Tuberculosis Association.
- B "Too Tough to Care," Visual Aids Department, TANE Press.
- C "A Time for Decision," American Cancer Society.
- C "Cigarettes and Health," American Cancer Society (Teachers only).
- C "The Embattled Cell," American Cancer Society.

- C "Smoking: Past and Present," American Cancer Society.
- C "The Time to Stop Is Now," American Cancer Society.

Alcohol

- A "A New Look at the Old Sauce," Texas Commission on Alcoholism.
- A "Alcohol," Encyclopedia Britannica Films.
- A DCA Educational Products, Inc. (Transparencies that illustrate FDA's Life Protection Series).
- A "I Never Looked at It This Way Before," Guidance Associates.
- A "Tell It Like It Is," Visual Aids Department, TANE Press.
- A "The Use and Misuse of Drugs," Superintendent of Documents, Washington, D. C. 20402.
- A "What About Drinking?" Texas Commission on Alcoholism.
- B "Alcohol," Science Research Associates.
- B "It's Best to Know," Texas Commission on Alcoholism (Teachers only).
- B "Teaching Teen-agers About Alcohol," Texas Commission on Alcoholism (Teachers only).
- B "To Your Health," Texas Commission on Alcoholism.
- C "A Family Affair," Visual Instructional Bureau, University of Texas at Austin.
- C "Alcohol is Dynamite," TANE, 2814 Oak Lawn, Dallas, Texas 75219.
- C "Drinking and Driving," Visual Instructional Bureau, University of Texas at Austin.
- C "For Those Who Drink," L. L. Cromien and Company, 15 West 46 Street, New York, New York.
- C "How Safe Am I?" L. L. Cromien and Company.

- C "None for the Road," Visual Instructional Bureau, University of Texas at Austin.
- C "Public Enemy No. 1," Visual Instructional Bureau, University of Texas at Austin.
- C "Verdict at 1:32," TANE.

Drugs

- A "Drugs and the Nervous System," Bureau of Narcotics and Dangerous Drugs; Texas State Department of Health.
- A "Drugs and Your Body," Popular Science Publishing Company, Inc.
- A "Inhale, Exhale," Stanley Brady Productions.
- A "Marijuana," Bureau of Narcotics and Dangerous Drugs.
- A "Time for Living," Parke, Davis, Inc.
- A "Prescription for Maryanne," Encyclopedia Britannica Films.
- B "FDA Report: Bennies and Goofballs," Texas Education Agency.
- B "Fight or Flight," Bureau of Narcotics and Dangerous Drugs.
- B "Hide and Seek," Center for Mass Communication, Columbia University.
- B "I Never Looked at It This Way Before, Part II," Guidance Associates, Pleasantville, New York.
- B "LSD: Insight or Insanity?" Bureau of Narcotics and Dangerous Drugs.
- B "Monkey on the Back, Texas State Department of Health.
- B "Narcotics: Pit of Despair," Texas State Department of Health.
- B "The Riddle," (only in large cities) Bureau of Narcotics and Dangerous Drugs.
- B "The Use and Abuse of Drugs," DCA Educational Products, Philadelphia, Pennsylvania.

- C "Beyond LSD," Bureau of Narcotics and Dangerous Drugs
(Teachers and adult groups only).
- C "The Chemical Tomb," International Film Distributors.
- C "Hooked," Bureau of Narcotics and Dangerous Drugs (Large
cities only).
- C "LSD," Audiovisual Branch, U. S. Navy, Pentagon, Wash-
ington, D. C.
- C "LSD: 25," Bureau of Narcotics and Dangerous Drugs.
- C "LSD: Trip or Trap?" TANE.
- C "Trip to Where?" Naval District, Washington Building 200,
Navy Yard Annex, U. S. Navy, Washington, D. C.

X

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

Concept: Human sexuality originates within the family and continues to be influenced by familial and life experiences.

LEVEL A

Subconcept: The process of maturation and sexual development is unique for each person, psychologically and physiologically.

- . There is a wide range of sexual differences that is considered normal.
 - . Physiological differences influencing sexual development
 - . Psychological differences influencing sexual development
 - . Environmental and sociological differences influencing sexual development and practices
- . There are different stages of sexual development.
 - . Infancy and childhood
 - . Upper elementary age
 - . Early teens
- . There are physiological differences in the male and the female reproductive systems.
 - . Male: testes, vas deferens, seminal vesicle, prostate gland, urethra, penis
 - . Female: ovaries, fallopian tubes, uterus, cervix, vagina, accessory glands
- . There are physiological and psychological differences between the two sexes, and there are likenesses of the corresponding parts of the two reproductive systems.
 - . Evolution within a family structure
 - . The development of the sex drive
 - . The onset of puberty for both sexes
 - . Secondary sex characteristics
 - . Problems associated with growing up
 - . The psychological sexual responses
- . Human reproduction is a complex process.
 - . Fertilization
 - . Growth of the embryo and fetus
 - . Birth

LEVEL B

Subconcept: Understanding various family structures and ways of adjusting to the normal sexual drive can help one deal more effectively with many pressures and conflicts.

- . Social needs of the individual are first influenced within the family unit, and then are influenced by many outside forces.
 - . Early social development from observation of all members of the family

- . Influence of peer groups on social development and the personality of the child
- . Puberty and heterosexual development
- . Adjustments can be made to the problems that arise because of development of the sex drive before the individual is emotionally or economically mature enough to provide for a family.
 - . Male and female sex drives during adolescence
 - . Lengthened adolescent period of this generation because of the longer educational process
- . It is important to social growth to understand the opposite sex, the same sex, and oneself.
 - . Communication in asking for, accepting, or refusing a date
 - . Planning for the date: where, when, how late, with whom, what to wear
 - . Development of heterosexual relationships as a preparation for successful marriage
- . The practice of going steady necessitates formulation of basic criteria for dating behavior.
 - . Characteristics boys and girls admire in the opposite sex
 - . Different motives for going steady: accepted thing to do, security, a sincere attraction to the person
 - . Responsibilities when the decision to go steady is made: control of emotions and behavior, self-respect, respect for others, driving safety
 - . "Calculated risks" individuals take to gain momentary physical pleasure
 - . Problems of discontinuing the arrangement
- . There are many different meanings and outcomes of petting.
 - . Stimulation of an already strong sexual impulse--behavior determined by emotions rather than by intellect
 - . Sexual play primarily for satisfaction of one's own personal desires
 - . Peer-group expectations and pressures
- . There are various ways in which different individuals adjust to their sex drives.
- . Critical thinking, rather than emotional rationalization, should be used when making decisions about sexual relations.
 - . Sexual relations as an integral part of marriage
 - . Sexual relations outside marriage
- . Total understanding of and adjustment to one's sex drive and the possibility of a happy and successful marriage are dependent upon many factors throughout life. (This is to be developed in detail in Level C.)
 - . Familial influences
 - . Reaction to and understanding of physical and emotional development
 - . Other influences

LEVEL C

Subconcept: Marriage and the rearing of children are influenced by many factors, which are learned and evaluated in a total health education program.

- . The role that one's family plays in the development of his total personality is important to health.
 - . Family differences
 - . Differences in values, attitudes, standards, customs, traditions, and behavior resulting from varied home patterns
 - . Differences of family members
- . Preparation for marriage can come in many life experiences, as well as in the individual's reactions to such experiences.
 - . The sex drive of the opposite sex
 - . The difference between infatuation and love
 - . The meaning of marriage
 - . Characteristics to be considered when selecting a marital partner
 - . The engagement period
 - . Marriage as a dynamic relationship, seldom static, but ever evolving and changing
- . Happy marriages are dependent upon a variety of factors.
 - . Adjustments other than sexual
 - . Essentials to happy marriages
 - . Setting standards for sexual behavior
- . The young person should know that family planning may be desirable in a marriage and that parenthood is a creative experience that has a significant effect upon society.
 - . Necessity of a happy atmosphere in the family unit
 - . Different patterns of responsibility in families
 - . Children: privilege and economic responsibility
 - . Factors regarding family planning that need to be considered before marriage
 - . Factors in planning for the adoption of a child
- . Information and concepts regarding conception, the prenatal development and birth of the baby are needed.
 - . Prenatal care
 - . The stages of the baby's growth from fertilization to birth
 - . The process of birth as a natural result of affirmation of love
- . Conflicts arise in marriage and need to be dealt with so that one's feelings of adequacy will not be destroyed.
 - . Management of finances
 - . Factors in deciding whether the wife will work
 - . The decision of whether and when to have children and how to rear them
 - . Relationships with in-laws
 - . Social, recreational, and religious activities
 - . Child abuse and misuse
 - . Extramarital relations
 - . Divorce
 - . Menopause

- . Successful marriages are dependent on a variety of factors.
 - . Emotional maturity
 - . Background: home, social, economic, intellectual, and religious
 - . Understanding of personality and sexuality
 - . Health status
 - . Ability to solve problems even in time of crisis
 - . Compatability at different stages in the marriage

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

CONCEPT: Human sexuality originates within the family and continues to be influenced by familial and life experiences.

LEVEL A

SUBCONCEPT: The process of maturation and sexual development, psychologically and physiologically, is unique for each person.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- There is a wide range of sexual differences that is considered normal. - Physiological differences influencing sexual development - Sexual development is different with each age group - Differences within each age group - Among the same sex - Between the sexes - Psychological differences influencing sexual development - Reactions to one's three basic emotions: love, fear, and anger - Levels of emotional control and maturity - Experiences, interests, habits, groups, values, ideals, and recreation	- Should a child be given information preparing him for each step of his physical development? Why or why not? - Should a child's attitudes regarding sex advance and mature at the same rate as his physical development? Discuss. - What might one expect as the outcome if a child were not informed about all people being different, not just in looks, but in all parts of the physical build? - What difference does age make in the sexual development of young people? - From what source should and does a young person learn about sex? From his parents or his friends?	Should answers be given to a child's questions about sex? Why is it that some parents do not really answer the questions?	How does the family guide one in making many decisions?	The reproductive systems are not to be discussed at this point. However, conduct class discussions in small groups to determine the broad differences of maturation within the same age group for boys and for girls. View this from several different age groups. Have the students work as a group to devise a situation that would illustrate as many as possible of the psychological influences on a child's life. The situation could indicate that the child was or was not able to continue in a regular sexual growth pattern. Example: How would a young eighth grade boy, who did not usually control his temper, react when his mother questioned him about a conversation he had had with his friends? The conversation involved the use of "dirty" words. The father is ill, in the hospital, and unable to be brought into the discussion.

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

LEVEL A

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
	Physical	Mental-Emotional
	Socio-Cultural	
. Differences in the ability to understand and to communicate with people . Parents . Siblings . The family as a whole . Peer groups . Adults other than relatives . Environmental and sociological differences influencing sexual development and practices . Parental care--understanding, guidance, time, parent-child relationships, information, responsibilities, privileges, freedom in making decisions	. How do a child's emotions change and what effect does this have on his sexuality? . How do a child's feelings in regard to other children of the same sex and of the opposite sex change? What effects these changes? . How does one go about showing affection for one of the opposite sex? . What is meant by being loyal to one's friends and members of one's family? . How does a child's early emotional environment affect his later sexual life? . What is emotional nourishment, and what does it have to do with the understanding of sexuality? . Or does it? . Explain why and how each factor mentioned under "parental care" affects the children in the family. . What could be some of the possible outcomes if a junior high school student were never expected to accept any responsibilities?	Discuss with the students, or select student leaders to discuss, the meaning of the following terms: . the family . gangs . values . emotional maturity Have each class member write a paper explaining the responsibilities he is expected to meet within his home, and the privileges he is granted. Select several papers to read to the class, without giving the names, and then discuss how many

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

LEVEL A

CONTENT	Physical	Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
- Family size and income - Early marriages -- age of parents, age of brothers and sisters who have married, age these students feel is best for marriage	- What is meant by the statement, "With freedom come responsibilities"? - If love, guidance and communication are so important to have within the family unit, why are so many people concerned about family size and the family income?	responsibilities a young person should have and how many privileges he should be granted.		
Socio-cultural: inborn characteristics, family customs, traditions, religion, type of community, part of community in which one lives	- What effect can a community have on a young person, and what effect can a young person have on the community? - What is the difference between a "house" and a "home"?	Discuss several different cultural patterns which are found in family living, and compare manner in which boy-girl relationships differ in each culture.		
There are different stages of sexual development.	How do young people begin to "act out" the sexual maturity they are beginning to reach?			
Infancy and childhood	Is it out of the ordinary for individuals within the same age group to develop secondary sex characteristics faster than others? Explain.			Have each student write out how he thinks a person in each group ought to act. Read some of the papers in class to indicate how people's opinions differ.
The body's physical development and the child's interest in the body				
How the family structure influences the child's manner of expressing his emotions				

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

LEVEL A

CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
The child's questions	Even though the infant and child have not developed fully sexually, is it important to discuss sex with them?	• In what ways does a young child learn to get along with other people outside his family? Why is this important, if it is?		Have buzz sessions in which each group discusses then reports its ideas to class on the sex roles of one of the following: • an infant • a six-year-old • a ten-year-old • a 13-year-old • the parents Discuss how the ideas regarding sex change as does the age. Example: To the baby, sex may mean mother and father.
The new people who enter the child's life				
Upper elementary age				
The influences of people outside the child's home				
A high interest and curiosity in sex, but not the opposite sex	Why is an elementary child interested in sex, but not necessarily interested in the opposite sex?			
The influence of clubs, friends, and groups in gaining sex information	What would be involved in helping a child in elementary school to think of sexuality as something natural and beautiful, rather than a taboo topic that is only whispered about?			
Early teens				
Physical changes		• What ideas could be developed in the elementary		
Onset of puberty		• and junior high age group		
The age of questions		• to lead to understanding about sex and curiosity about the sex organs?		
There are physiological differences in the male and the female reproductive systems.	Should dates in junior high be under some sort of supervision? If so, why?			Have students conduct a survey among other students and parents to get opinions on this question. Report to class.

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

LEVEL A

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
- Male: testes, vas deferens, seminal vesicles, prostate gland, urethra, penis - Female: ovaries, fallopian tubes, uterus, cervix, vagina, accessory glands	Should students of junior high age learn about the reproductive systems of the opposite sex? Why? Boys usually reach puberty after girls and yet their sex drive increases more rapidly than that of girls. Are there problems that this developmental stage presents? If so, how can such problems be handled?	After showing appropriate films on reproductive systems, ask questions relating to the parts and functions of each reproductive system. Have students learn to pronounce the correct names of various organs in the reproductive systems.	
- There are physiological and psychological differences between the two sexes, and there are likenesses of the corresponding parts of the two reproductive systems. - Evolution within a family structure - The development of the sex drive - The onset of puberty for both sexes	What other adults influence you in addition to your parents? What are the influences on an individual by a parent of the same sex and by a parent of the opposite sex? Do members of both sexes, at the junior high age, need to understand the menstrual cycle and nocturnal emissions? Why? Would a misunderstanding about masturbation lead to other misunderstandings? Explain.	Have a buzz session on the evolution of man within a family structure. Have a buzz session on the development of the sex drive. Invite a school nurse or a physician to discuss the reproductive systems to the class if this would be more appropriate for your situation.	

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

LEVEL A

CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
- Secondary sex characteristics for both sexes - The psychological sexual response	What are the secondary sex characteristics?	How significant are opinions formed at the early teen level?		Discuss the secondary sex characteristics which develop in each sex and misunderstandings associated with these.
- Problems associated with growing up - Voice change - Awkwardness - Masturbation - Facial hair - Pubic hair - Widening hips - Development of breasts - Skin problems	What are some similarities and differences in male and female sex characteristics?			Assign research projects on voice change, awkwardness, masturbation, facial hair, pubic hair, widening hips, development of the breasts and skin problems. Discuss the reports in class.
- Human reproduction is a complex process. - Fertilization - Growth of the embryo and fetus	What is fertilization? When does life begin? How does the embryo differ from the fetus? Where does the fetus grow?			Invite a physician or school nurse to discuss fertilization, growth of the unborn baby, and birth. Contact your local medical society speakers bureau or Texas Medical Association for resource people in your region.

LEVEL A

LEARNING EXPERIENCES

Show a film concerned with human reproduction to correlate with content and/or physician or school nurses' discussion and other resource materials.

Develop an audio-visual program by a physician for presentation to the class. Show and discuss.

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

CONCEPT: Human sexuality originates within the family and continues to be influenced by familial and life experiences.

LEVEL B

SUBCONCEPT: Understanding various family structures and ways of adjusting to the normal sexual drive can help one deal more effectively with many pressures and conflicts.

CONTENT	Physical	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
		Mental-Emotional	Socio-Cultural	
• Social needs of the individual are first influenced within the family unit, and then are influenced by many outside forces. • Early social development from observation of all members of the family • Influence of peer groups on social development and the personality of the child • Puberty and heterosexual development • Adjustments can be made to the problems that arise because of development of the sex drive before the individual is emotionally or economically mature enough to provide for a family.	How can you help your younger brothers and sisters with their problems and conflicts about sex? Should young people get to know several members of the opposite sex? How can they and why should they? Why do most parents put restrictions on high school dating?	• What role does a high school student accept in the family unit? • How can you learn to make more decisions on your own, as you grow older, and still respect the wishes, opinions and decisions of your parents?	Divide the class into several groups for a discussion regarding different family customs. Assign each group a different type of family, and have the group determine how the children in each family would differ. To study the influence of the mass media, have the students bring to class illustrations from widely used advertisements that illustrate the appeal and the effect of the mass media. Select class members to lead the class in the discussion of the questions shown here. The teacher can help some of the students to feel free to talk. Have a debate on why the sex drive should be controlled until a person is mature enough to assume the responsibility of a family.	

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

LEVEL B

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
	Physical	Socio-Cultural
- Male and female sex drives during adolescence - Lengthened adolescent period of this generation because of the longer educational process	Why do you think adults discourage teen-age marriages? What part does the educational process of today play in this attitude? How would a teen-ager know if he was economically ready to support a family? How is it possible for a student to pursue an education and support a family at the same time? Have your attitudes about emotional maturity changed in the past three years? How and why?	Survey the class to see how many plan to continue their education after completion of high school. Point out the length of time before one would be able to support a family.
- It is important to social growth to understand the opposite sex, the same sex, and oneself. - Communication in asking for, accepting, or refusing a date - Planning for the date: where, when, how late, with whom, what to wear - Development of heterosexual relationships as a preparation for a successful marriage	If you decide to ask a girl for a date, or if you decide to accept a date with a boy, what are some of the things that you think about before making the date? How could a boy help the girl to feel more at ease on the date and have a better time? Why stay with a group when out on a date rather than you and your date leaving alone? How does a girl go about letting a boy know that she would like to have a date with him? What are the attitudes of boys to certain of these techniques?	Have the class make a list of the important aspects of a date, and some of the responsibilities. Invite a school counselor or social worker to discuss with the class how the understanding of self and others is important to the social, psychological, and sexual development of the individual.
- The practice of going steady necessitates formulation of basic criteria for dating behavior. - Characteristics boys and girls admire in the opposite sex	What are the qualities you admire the most and the least in the opposite sex?	

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

LEVEL B

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
	Physical What are the qualities you admire the most and the least in a date? What are the qualities you admire the most and the least in a person with whom you are going steady? Do each of the above lists differ and if so, do you understand why they do? Why do some parents object to steady dating? Why are the decisions you make regarding sexual behavior on a date different for your generation than they were for young people 100 years ago? If dating during the high school years presents problems, why is it still considered to be a part of one's development and why should high school students date? How should the decisions regarding dating behavior for couples going steady be discussed together? Or should they? What are the responsibilities of the boy and girl on a date? What are some reactions to be expected when a couple stop going steady? Does petting mean different things to different people?	Socio-Cultural Divide the class into four groups, one group of all boys, one group of all girls, and two groups that are mixed. No group should know what the other groups' projects are. The group of boys lists what they like most and least in girls. The girls make a list about boys. One mixed group makes a list of what they like most and least in someone to date. The other group makes a list of what they would want their "steady" to be like and what they don't want. Put the lists on the board in four columns and discuss why they differ. Devise a role-playing situation in the class. The scene is the living room with the mother and father objecting to their high school daughter's going steady. Try this again, with the boyfriend present in the living room and now the students note how the "atmosphere" might change.

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

LEVEL B

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
- Stimulation of an already strong sexual impulse--behavior determined by emotions rather than by intellect - Sexual play primarily for satisfaction of one's own personal desires - Peer-group expectations and pressures	Are there ways of showing one's affection for the opposite sex other than indulging in heavy petting? If a couple is going steady and they have not made decisions about petting, should it be the girl's decision to set the limit as far as the sexual behavior is concerned? Can boys control themselves? How could a boy or girl say no to an aggressive member of the opposite sex? Why should the response be "no"? What are the many dangers one faces when alcohol is consumed on a date by couples that are going steady?	After a trip to the library as a group, or after class reading of material having to do with teen-age dating, going steady, and petting, ask four students to discuss together the topic and write out some questions to ask the class. The questions should not call for just factual answers, but should call for expression of opinions and attitudes. Each student must be made to feel that no other student will laugh at his ideas. Respect for others could also be learned along with the other information.	
There are various ways in which different individuals adjust to their sex drives.	Why would a person enjoy the company of persons of his own sex more than the company of the opposite sex? Being able to adjust to the influences of the home, the parents, self, and others relates to one's interest in the opposite sex, but how could it also relate to a person's developing the feelings of a homosexual?		

LEVEL B

X-17

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

LEVEL B

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
- Problems of unwanted pregnancy - Marriage without necessary maturity - Induced abortions - Placing the baby for adoption	Why are some states making abortions legal? What do you think the law should be and why?	What are some of the factors having to do with a boy's emotional reaction after the girl becomes pregnant?	Divide the class into two groups facing each other. Select a leader and a recorder for each group. Put before the group the question of premarital intercourse. Have one side support the idea and the other side to oppose the idea. Let them debate it freely for ten minutes. The recorder should take notes of what is said. Then the groups are to take the opposite side of the debate and again debate for ten minutes. At the conclusion, the recorder will discuss what was said and attempt to come up with some acceptable attitude.
Disruption of future goals		- What are your attitudes regarding an engaged couple's having premarital sexual intercourse? Why do you have such attitudes? - What are some of the psychological outcomes of premarital intercourse that may be evident for a number of years?	
Problems when pregnancy does not result			
- Anxiety - Altered attitude regarding sex which could affect a later marriage		- Is there a double standard regarding premarital sexual relations for men and women? If so, why, and should there be? - Do most boys expect their future wives to be virgins at the time of marriage? Why? What are girls' attitudes about boys who have had sexual intercourse?	
Mental conflicts, especially that of guilt, which could in turn cause more severe emotional or mental difficulties		After premarital sexual intercourse, why might there be a lack of self-respect and respect for the other person involved? Why might there be guilt feelings?	

LEVEL B

X-19

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

CONCEPT: Human sexuality originates within the family and continues to be influenced by familial and life experiences.

LEVEL C

SUBCONCEPT: Marriage and the rearing of children are influenced by many factors which are learned and evaluated in a total health education program.

CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
The role that one's family plays in the development of his total personality is important to health.		To what extent will the family structure, from which one has evolved, influence the development of his or her own family of the future?		Divide the class into four equal groups. Assign each group one of the following family structures: - two-parent family - one-parent family - two sets of parents - no parents (orphanage, foster home, or home with other relatives) Have each group outline the influences from the family structure necessary to fulfill the needs of the children.
Family differences		Are there any problems unique to homes with two parents, one parent, two sets of parents, or no parent?		Have a class symposium on the important considerations in selecting a mate.
Differences in values, attitudes, standards, customs, traditions, and behavior resulting from varied home patterns		What are some expected outcomes if the husband and wife have had similar backgrounds, or dissimilar?		As an outside assignment, have all the boys make a list of those things which must be attended to before marriage. Have the girls make the same list. In class have all the boys in one group to compile one list out of the many, and all the girls
Differences of family members	What aspects of a person's background are the most significant when evaluating whether or not two people are suited for marriage? Why do some individuals choose to marry but others do not?			
Preparation for marriage can come in many life experiences, as well as the individual's reactions to such experiences.		What are some of the ways of understanding the opposite sex?		
The sex drive of the opposite sex				

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• The difference between infatuation and love	What is infatuation?	What is love?		in one group to do the same. Each group selects a leader to present the list to the class. Then each group explains what they feel is good and bad about each list. The outcome should be some broad ideas regarding the many preparations for marriage.
• The meaning of marriage	What are some of the reasons men and women marry?	How does one know if he or she is in love?		Compare the life of a single person with that of a married person and discover reasons each chose the life he or she did.
• Characteristics to be considered when selecting a marital partner	Should sex be the only basis for a young couple's marriage? Why?			Compare the qualities that you admire most and least in a date, a person to whom you are engaged, and a person with whom you want to spend the rest of your life. What are the differences in the lists of qualities?
• The engagement period	What are some of the most significant factors to be considered when selecting a marital partner?			Read to the class from <u>The Prophet</u> by Kahlil Gibran that part on marriage. Then have the students discuss what it means and whether they agree with Gibran's ideas.
• Marriage as a dynamic relationship, seldom static, but ever evolving and changing	Why should a person have a medical examination during the engagement period?			
• Happy marriages are dependent upon a variety of factors	How can marriages change and how can men and women adapt to such changes?			
	What is the role of sexual relations in marriage?			

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
- Adjustments other than sexual - Essentials to happy marriages - Communication - Stimulating companionship - A willingness to help each other - Ability to find solutions to major or minor irritations - Setting standards for sexual behavior	- What activities around the house should be shared by the husband and wife? - Which activities or "chores" should be for one particular sex? - How can each marriage partner accept or reject the other partner's friends? - If one marriage partner does not care for the other's friends or outside activities, how best could this be worked out in order to help marriage be a success? - If a marriage partner becomes too possessive of the other, or one becomes too dependent on the other, what would be some solutions? - Why do double standards sometimes exist within a marriage relationship?		Have students research and report on essentials for a happy marriage. Devise a role-playing situation in which the young husband and wife become involved in an argument over some rather unimportant thing. Have one group show how the argument could be worked out through communication, and another group to show how a small argument can lead to a series of arguments and then to a large and difficult problem.	
- The young person should know that family planning may be desirable in a marriage and that parenthood is a creative experience that has a significant effect upon society. - Necessity of a happy atmosphere in the family unit	- Is it better to have children early in the marriage or several years later? - What sacrifices do a married couple make when they begin to have a family of their own? - What are the advantages and the disadvantages of large and small families?		Have students research and report on the arguments for and against family planning.	

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

LEVEL C

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
• Different patterns of responsibility in families • Children: privilege and economic responsibility • Factors regarding family planning that need to be considered before marriage • Religious beliefs • The desire to have children • The physical and mental effects on the mother and the father • The economic aspect • The emotional maturity of the parents • Possible genetic implications	• Does a small or large family demand more emotional maturity? Which? Why? • How do various religions view family planning? • In past generations a large family was an economic advantage. Has this changed now? Why? • What responsibilities should each member of the family have? What role, if any, does this play in helping to make a successful marriage? • What role within the family unit should the father, the mother, and the children play? Do these ever differ with socio-economic levels, cultures, or ethnic groups? • If there is an adverse genetic factor present in either the wife or the husband, how can decisions about having children be made wisely?	• Does a small or large family demand more emotional maturity? Which? Why? • How do various religions view family planning? • In past generations a large family was an economic advantage. Has this changed now? Why? • What responsibilities should each member of the family have? What role, if any, does this play in helping to make a successful marriage? • What role within the family unit should the father, the mother, and the children play? Do these ever differ with socio-economic levels, cultures, or ethnic groups? • If there is an adverse genetic factor present in either the wife or the husband, how can decisions about having children be made wisely?	Have students research and report on factors in family planning. Have a debate on whether a couple should have children when an adverse genetic factor in either is known.	

LEVEL C

X-25

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

LEVEL C

CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
- The stages of baby's growth from fertilization to birth - The process of birth as a natural result of affirmation of love - Conflicts arise in marriage and need to be dealt with so that one's feeling of adequacy will not be destroyed.		- What responsibilities, if any, should the father assume in caring for the baby? - Why do conflicts arise?		
- Management of finances - Factors in deciding whether the wife will work	Who should manage the finances of the family? Should both partners in the marriage hold full-time jobs?	Why do some husbands object to their wives' working?		Divide the class into three groups, one group of boys, one group of girls, and one mixed group. Have them answer the questions shown here and then each group will present its answers. Discussion should center not only on why the groups have different answers but on what would be the best answers to the questions.
- The decision of whether and when to have children and how to rear them - Relationships with in-laws - Social, recreational, and religious activities	How can parental conflict on the rearing of children affect the stability of a marriage?	Why do married couples need to have recreational outlets both together and separately?		Have students discuss which parent is more lenient in dealing with the youngsters. Have students research and report on social, recreational and religious activities available to young married couples in the local community.

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

LEVEL C

CONTENT	MOTIVATING QUESTIONS		LEARNING EXPERIENCES
	Physical	Mental-Emotional Socio-Cultural	
• Child abuse and misuse	What is the difference in child abuse and misuse?	• If there is a difference in religion, how will decisions be made regarding the religious training of the children?	Assign small groups to various sources of information on child abuse and misuse. (Sources might include hospitals, police department, social welfare agencies, and current news sources.) Reports should be made to the class.
• Extramarital relations		• What are some of the socio-cultural practices of extramarital relations in countries of Western Europe? • Why do most cultures in the United States not follow these European customs? Do you feel as if our practices are in the process of change? Why?	Assign different students a country, culture, or ethnic group and have them read sociological studies of the extramarital practices of such and report them to the class. (This should be designed to create a better understanding of the world in which the young person lives and also to better adapt to the changes in his own country. Such an assignment should be highly selective, with the school library furnishing the needed materials for research. Only valid sociological studies should be used.) Or, invite a sociologist to discuss this with the class.

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

LEVEL C

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Divorce	- How does divorce affect the parents and the children involved? - Do special problems arise for the teen-ager whose parents are divorced?	Have students research and report on divorce statistics and on studies of how divorce affects children.
Menopause	- What is menopause? Does it happen to men as well as women? - What family problems can arise because of menopause? - How can the teen-ager help his parents by his understanding? - Do married couples need to be financially independent from their in-laws? Why or why not? - What makes a happy marriage worthwhile?	Assign small groups to research each of the questions and report to the class.
- Successful marriages are dependent on a variety of factors. - Emotional maturity - Background: home, social, economic, intellectual and religious - Understanding of personality and sexuality - Health status - Ability to solve problems even in time of crisis - Compatibility at different stages in the marriage		- To complete the unit, have students write papers entitled, "When I Marry," and give them free reign to discuss the topic as they see it. If desirable, read some of the papers to the class, without giving names. - Invite a marriage counselor, social worker, or psychiatrist to discuss problem solving in marriage.

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